DOCUMENT RESUME

ED 372 856 PS 022 633

AUTHOR Livingstone, Ian D.
TITLE The Workloads of Primary School Teachers: A Wellington Region Survey.
PUB DATE May 94
NOTE 66p.; A report of a survey of primary and intermediate school teachers in the Wellington region, commissioned by the Wellington and Mana branches, and supported by the Wellington district Council, of NZEI-TE RIU ROA.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Educational Change; Elementary Education; *Elementary School Teachers; Foreign Countries; *Public School Teachers; Teacher Attitudes; Teacher Morale; Teacher Role; Teacher Welfare; Teaching (Occupation); *Teaching Conditions; *Teaching Load
IDENTIFIERS Job Stress; *New Zealand (Wellington); *Workload

ABSTRACT

In the wake of administrative reforms, curriculum revisions, and assessment requirements introduced in New Zealand in the late 1980s that increased workloads and stress for teachers, a survey studied the roles and workloads of primary school teachers. How workloads have changed, and how resulting pressures affected teachers' professional work, students, life outside school, health, and views of their future in teaching were also examined. Twenty-nine schools and 160 teachers were surveyed. Results regarding teacher work roles indicated that: (1) about one-third of teachers had some non-class-contact time; (2) teachers whose hours increased gained just under 2 hours per week; (3) teachers in smaller schools carried a greater number of extra-classroom responsibilities than those in larger schools; (4) responsibilities in larger schools were more dispersed, though senior teachers with more service had more responsibilities; and (5) most teachers had some curriculum responsibility, which increased with age and seniority. Results regarding workloads indicated that: (1) the weekly mean was 54.5 hours (6 during weekends), with a mean of 23.9 hours spent in the classroom and 11.7 hours in preparation; (2) workloads appeared to be uniformly high for all types of teachers, but permanent teachers and those in small schools tended to work longer; (3) all teachers perceived workloads as clearly higher than in 1989, with two thirds rating loads as very heavy or above and 64% believing loads would increase; and (4) teachers regarded the impact of these changes negatively, particularly as they affected life outside school. Results regarding work pressures indicated that the six most stressful factors (principally the amount and nature of paperwork) were clearly associated with the educational reforms. Also teachers in mid-size schools tended to find change affecting them more severely than those in other size schools. Results very clearly indicate high levels of stress within the profession. (Five appendices contain response details and the questionnaire and work log.) (TM)

ED 372 856

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

THE WORKLOADS OF PRIMARY SCHOOL TEACHERS

A WELLINGTON REGION SURVEY

Ian D Livingstone

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
I.D. Livingstone
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

A report of a survey of primary and intermediate school teachers in the Wellington region, commissioned by the Wellington and Mana branches, and supported by the Wellington District Council, of NZEI•TE RIU ROA

Chartwell Consultants

PS 022633

BEST COPY AVAILABLE

Chartwell Consultants
65 Winston Street
Wellington 6004
New Zealand

© Chartwell Consultants and NZEI•TE RIU ROA, 1994

ISBN 0-9583392-0-1

First published May 1994

CONTENTS

		Page
TABLES AND FIGURES		iv
ACKNOWLEDGEMENTS		v
EXECUTIVE SUMMARY		vi
1	**WORK SETTINGS**	1
	Introduction	1
	Research brief	1
	Sample design	2
	Statistical analysis	4
	Profile of schools	4
	Profile of respondents	5
2	**WORK ROLES**	5
	Non-class-contact time	8
	Additional school responsibilities	9
	Some significant relationships	10
3	**WORKLOADS**	11
	Work estimates	11
	The work log	11
	Workload comparisons	13
	Teaching tasks	13
	Some significant relationships	16
	Changes over time	17
	Effects on particular areas	19
	Positive and negative impacts	23
	Other workload factors	28
	Classroom assistance	29
	Future expectations	29
4	**WORK PRESSURES**	31
	Unfamiliar or difficult subjects	34
	Leaving teaching	35
	Desired changes	36
	General comments	37
REFERENCES		42
APPENDICES		43
Appendix A:	Details of the Respondents	44
Appendix B:	School Details	45
Appendix C:	Statistical Analysis	46
Appendix D:	Questionnaire and Work Log	47

TABLES AND FIGURES

Table		Page
1	Class levels taught, class sizes, and teaching language	7
2	Activities carried out in non-class-contact time, ranked in order of frequency	8
3	Additional school responsibilities besides teaching, ranked in order of frequency	9
4	Hours worked during term time, from initial estimate and from work log	12
5	Time spent on various teaching-related tasks during the whole of the focus week, ranked in descending order of means	14
6	Time spent in weekend on teaching-related tasks	15
7	Teaching-related tasks undertaken out of term-time, ranked in order of frequency	15
8	Changes in teacher workload over time	18
9	Effects of changes in workload over the last two years	19
10	Perceived impact of changes in workload over the last two years	23
11	Areas of life affected by changes in workload	27
12	Most stressful workload factors, in rank order of mean ratings	31
13	Moderately stressful workload factors, in rank order of mean ratings	32
14	Less stressful workload factors, in rank order of mean ratings	33
15	Unfamiliar/difficult subjects causing stress, ranked in order of frequency of mention	34
16	Stress factors differentiating those who said they would leave teaching, from those who said they would not, ranked in descending order	35
17	Changes sought by teachers to make their jobs more worthwhile	36

Figure		
a	Time spent on teaching-related tasks, by position of teacher	16

ACKNOWLEDGEMENTS

I would like to thank the Wellington and Mana branches of the NZEI•TE RIU ROA for commissioning this study, and in particular the research advisory committee, Margaret Cahill, Bev Calvert, Krista Huber, Helen Kelly, Carol Parker, and Michele Whiting for their generous assistance in shaping up the questionnaire and work log, facilitating the trial and final administration, guiding the research and helping to critique and edit the draft report, under extreme time pressure.

To Jackie McAuliffe, who acted as a link between the advisory committee and the teachers in schools, and thus ensured the complete success of the survey, go the grateful thanks of all of us.

Special thanks are also due to the principals and teachers of the 29 participating schools, who were prepared to add yet another chore to their already overfull lists, and co-operate so generously in giving time to yet another skirmish in the paper war.

In addition, I would like to thank Dave Atmore, of the New Zealand Council for Educational Research, for his assistance in drawing the sample; Peter Ridder of NZCER for advice on cover design and production; and Sally Boyd, Jacqueline Burgon, Cedric Croft, Keith Pickens, and Cathy Wylie, also of NZCER, and Barbara O'Reilly of the NZEI•TE RIU ROA, for their advice and assistance in locating relevant research and providing ideas and guidance on the initial questionnaire and work log design.

Finally, my particular thanks go to Erica Livingstone, for typing up all the verbatim comments, assisting in their content analysis, editing and proof-reading the manuscript through its various drafts, and generally facilitating the speedy conduct of the research.

Ian D Livingstone
May 1994

EXECUTIVE SUMMARY

- This questionnaire survey is based on a representative group of 160 primary and intermediate school teachers drawn from a weighted random sample of 29 schools in the Wellington region and the rural fringes of the Kapiti coast and the South Wairarapa.

- The sample was deliberately weighted towards schools with rolls of under 196, which normally have teaching principals, a major focus for the study. Sixty percent of New Zealand primary schools have teaching principals.

- Non-teaching principals, part-time relievers, and first-year, provisionally registered teachers were excluded from the survey, but full-time relieving teachers and full-time specialist teachers, such as reading recovery and special needs teachers, were included.

- A work log covering one week, including weekends, was included with the 10-page questionnaire, and the response rate for both together was 74.4 percent.

- The average working week on school-related activities was 54.5 hours, calculated both from an initial estimate and from the work log. Weekend work averaged out at 6 hours. This meant that at least half the teachers' workload fell outside class-contact hours.

- The 11 teaching principals in the sample averaged 61 hours per week on school-related activities; assistant/deputy principals averaged 56 hours.

- Outside normal class-contact-hours, the teachers in the sample spent an average of 11.7 hours per week in preparation for their classroom work or other specialist activity, with another 5.2 hours on average being spent on marking, assessment, and report writing.

- Around half of all teachers spent what they regarded as significant out-of-term time on each of four activities: setting up their classrooms; resource purchasing, preparation and maintenance; programme planning; and updating student records. About one fifth spent significant out-of-term time in administrative tasks, and in teacher development activities such as in-service days.

- Teachers' perceptions of their workloads were that they had been consistently and rapidly increasing over the last five years since 1989. Their copious and often trenchant verbatim comments gave a sense of a group of committed people under severe and mounting pressure.

- This pressure showed itself most often in a forced withdrawal from outside leisure activities, and was regarded as having a major negative impact on their family and general social life, as well as on their health.

- Areas which generated most stress for teachers were largely associated with the changes brought about by the *Tomorrow's Schools* reforms: the almost simultaneous implementation of many new curricula, and the over-rapid way in which this was being done; the avalanche of administrative paper work now descending upon them; the perceived pressure of reviews from the Educational Review Office; and the need to develop new assessment and appraisal systems.

- As many as 38 percent said that, if they were able to make a choice, they would leave teaching. Major factors associated with this decision, along with the general heavy workload, were virtually the same as the major areas of stress noted above.

- Changes which teachers sought to make their jobs more worthwhile were: smaller classes and better pupil/teacher ratios; higher salaries and increased recognition for their work; a reduction in paper work with better-phased curriculum innovation; more non-class-contact time and more flexible hours.

1 WORK SETTINGS

Introduction

In its last term of office, the Labour Government made education a major focus, and instituted a series of school reforms, following a 1988 taskforce chaired by Brian Picot. The taskforce recommendations were largely adopted in the policy document *Tomorrow's Schools*. The reforms were largely administrative in character, designed to streamline an educational bureaucracy which was seen as top-heavy and unresponsive to change. The changes were massive and far-reaching for schools, as responsibility was devolved from central and regional agencies to individual school Boards of Trustees (BoTs), following the principle that decisions should be made as close as possible to the point at which they were to be implemented. Regional Education Boards were abolished, and the central Department of Education was drastically reduced in size and function to be renamed as the new Ministry of Education.

There is an increasing amount of evidence (Mitchell, 1991; Wylie, 1992) that the reforms have impacted very heavily on teachers, and particularly on teachers in senior positions of responsibility, such as principals, assistant and deputy principals. With immense goodwill from parents, members of Boards of Trustees and teachers, the reforms have been implemented. But the costs in terms of increased workload and stress for teachers have proved very high indeed. Teacher workloads have soared, perhaps by as much as 6 hours a week (Bridges, 1992; Wylie, 1992), and have shown no signs of dropping.

Since the development of the achievement initiative by the present National Government, a series of revised curriculum and assessment requirements have created additional work for teachers to come to grips with in schools. Four new curriculum documents have been released in draft form during this period, with more proposed. The Minister of Education has indicated that all teachers are to receive training on how to implement these new curricula. The training will take place both in work and in personal time, and this has been accepted by teachers, as the changes are generally welcomed. But the timeframe for the developments has been very tight, and this has raised the expectations of parents and once again increased the workload of primary school teachers, who are required to cater for all areas of the curriculum in a balanced way.

It was within this framework of concern that the present research was initiated. Research questions guiding the study related to: the roles of primary school teachers today; the nature of their current workloads and how these had changed in recent years; how the resulting pressures impacted on their professional work, their students, their life outside school, their health, and their view of their future in teaching.

Research brief

The guidelines for the survey of teachers in the Wellington area, as specified in the original brief accepted from the Wellington and Mana Branches of the New Zealand Educational Institute (NZEI•TE RIU ROA), which were sponsoring the research, were to set up and carry out a sample survey of the workloads of primary school teachers in the Wellington/Mana area. It was suggested that the survey should be suitable for use across a range of schools nationally at a later date, if necessary. A representative advisory committee (guidance group) would be set up to guide the research, and the sample survey was to be trialled and ready for use in weeks 2 and 3 of Term I 1994. A proposal was submitted on 27 January, 1994, and a contract was accepted on 11 February. An important constraint was that all questionnaires be coded, the data analysed and the final report written and presented to the advisory group before 20 May 1994.

The first meeting with the advisory committee on 24 February modified the original brief slightly, limiting the questionnaire to full-time permanent or relieving staff, including specialist staff and teaching principals, but excluding non-teaching principals. The advisory committee assisted in selecting schools and teachers to trial the questionnaire, but stood aside from the process of the actual survey itself, to ensure the necessary objectivity. At this meeting it was also suggested that a weekly log be prepared for trial, to allow a more accurate measure of teacher workloads to be obtained.

A second advisory committee meeting on 11 March discussed the results of the trialling of the draft questionnaire and work log during the previous week, and made some modifications. At this stage it was agreed to include small schools and to weight them more heavily, so as to ensure as large a group of teaching principals as was reasonable. Sixty percent of all primary schools in New Zealand have teaching principals, and they were to be a particular focus of the report. With this in view, the area of coverage of the survey was extended to include the Kapiti coast and South Wairarapa districts. It was planned to sample around 30 schools, and about 150 teachers. It was believed that this would be the maximum number that could be handled within the time and resources available.

The final version of the questionnaire was sent out to schools on 16-17 March, with a request that they be returned by 18 April in the envelope provided, ready for coding and analysis. A further advisory committee meeting was held on 2 May, to discuss the conduct of the survey, consider procedures to be adopted for late returns, examine first computer runs from the analysis, and discuss the shape and scope of the final report.

A preliminary draft of the final report was presented to members of the advisory committee on 16 May, to allow time for comment at its 18 May meeting, and the final report was presented on 23 May.

Sample design

A weighted sample of teachers in the Wellington region was drawn using the following procedure. The directory of educational institutions as at January 1994, produced by the Ministry of Education, was obtained, and a list of state and integrated primary and intermediate schools in the Wellington, Lower Hutt, Upper Hutt, and Porirua cities, plus the Kapiti Coast and South Wairarapa districts, was drawn. Area and private schools were excluded. Most of the schools were urban, but the Kapiti and Wairarapa fringes were included to give a wider generalisability to the survey by a more adequate sampling of smaller rural schools.

On the basis of total roll numbers, as at 1 July 1993, two strata were formed, one of schools enrolling under 196 students and the other of schools with 196 or more students. The division corresponds to the point at which a school is legally entitled to have a non-teaching principal. One- and two-teacher schools were all included in the population to be sampled. A sample of 29 schools, deliberately weighted towards schools with under 196 students, was drawn, using a computer-generated, random sampling algorithm, so as to ensure a reasonable number of teaching principals in the survey. In addition, one Kura Kaupapa Maori was chosen purposively to complete the sample, making 30 schools in all.

All the teachers in these schools falling within the selection criteria were sent a questionnaire. Non-teaching principals were excluded from the survey, as were teachers who were part-time relievers, itinerant teachers of special needs, and beginning, provisionally registered teachers who had not been employed in any school for at least one term prior to February 1994. Full-time relieving

teachers and full-time school-based specialist teachers, such as reading recovery and special needs teachers, were included in the sample.

A letter sent to each of the 30 principals from the Central Regional Office of NZEI•TE RIU ROA requested their co-operation in encouraging their staff to fill out the questionnaires to be sent in the next few days, and also to complete a work log, to be filled out over one week. A choice of two alternative weeks was given, Thursday 24 March through Wednesday 30 March, or Thursday 7 April through Wednesday 13 April, although it was suggested that the first week was preferable, if it proved convenient. Principals were also asked to assist teachers fill out consistent answers to questions on the school itself, its size, ethnic mix, type of catchment area, and so on. Most principals did this, and in some cases provided photocopied pages containing common school information, for teachers to insert at the beginning of their questionnaires. Some principals did not manage to do this for all teachers, and a few variations on such subjective matters as the socio-economic status of the school catchment area, and whether this had changed, emerged in the questionnaire responses. To ensure consistent results for each school, these points were clarified by telephone conversations to the principal of the school involved, on receipt of any questionnaires showing widely discrepant results.

Teachers were assured that the questionnaires and work logs would be entirely confidential to the researchers analysing the survey, and informed that these should not be shown to anyone else, including their school principal. To assist this confidentiality, stamped addressed envelopes were included with every questionnaire, to assist its rapid and independent return. No names were used at any point, only questionnaire numbers. It is believed that by this means a reliable and valid set of information was obtained. Although many of the answers to the questionnaire were pre-coded, ample space was given for verbatim statements, and many very frank, forthright and revealing replies were forthcoming.

It was necessary to carry out the research under an extremely tight time-frame, and a very important part of the procedure was a facilitator, who visited schools and talked with staff about the survey. Principals were also encouraged to talk with the NZEI•TE RIU ROA liaison officer in the school, who had been briefed on the survey as well. The success of the venture, and in particular, the completeness with which the work log was filled in, are in no small measure the fruits of this personal approach. In the end, only two schools out of the 30 approached proved unable to participate, and one of these was replaced. This is an extremely good result indeed in times of obvious and acknowledged teacher pressure. The following results are thus based upon the responses of teachers in 29 schools.

Teachers were given a deadline of one month to fill in the questionnaire and the work log. This deadline did not allow for any follow-up letters, but a dribble of questionnaires came in after the 18 April deadline until the beginning of May, and it proved possible to re-run the necessary computer programs to incorporate them. In all, 220 questionnaires were sent out, and 168 were returned, a gross response rate of 76.4%. Of the eight questionnaires which were not processed, five were excluded in view of the criteria stated above. One of these was from a part-time teacher, sharing a position; two were from itinerant special needs teachers without classes, and two were from first-year teachers. Three questionnaires were incomplete in major details, and not coded. Thus the total eligible population was 215, the final sample upon which this report is based was 160, and the net response rate 74.4%. On the assumption (as is likely) that there were a few other teachers who found themselves outside the criteria, but did not return their blank questionnaires and work logs, the figure of 74.4% is likely to be a slight underestimate of the true response rate. It is however, a very good result for such a postal survey without a follow-up letter.

Statistical analysis

Two separate sets of statistical analyses were run, the first giving frequency tabulations, cross-tabulations and analyses of differences between means on the sample of 160 teachers, just as it stood, with its bias towards small schools. A separate, more limited, set of weighted analyses was also run, counteracting the sample bias statistically, to examine results for what then became, to all intents and purposes, an unbiased, random sample of 160 "notional" teachers. This made remarkably little difference to the results. In the discussion to follow, parallel findings from the weighted analysis have been presented, on occasions, where these differ from the unweighted analyses and deal with areas of particular concern.

Further details are given in Appendix C.

Profile of schools

Of the 29 schools represented in the sample, 11 were full primary schools, 16 were contributing schools (J1 to Standard 4), 2 were intermediate schools, and there was the one Kura Kaupapa Maori, with total immersion instruction in Maori. One of the full primaries was a rural sole-charge school. Three of the schools, two full primaries and one contributing, were integrated Catholic schools.

Most of the schools enrolled a majority (over 50%) of European/pakeha students; two, the Kura Kaupapa Maori and one other, enrolled a majority of Maori students; in two the sum total of Maori and Pacific Island students exceeded 50 percent, and five schools were classified as mixed, with substantial numbers of Maori, Pacific Island, Southern European and Asian students. Nearly one-third of all teachers taught in schools where less than 50 percent of the students were European/pakeha in ethnic origin. About the same number of teachers taught in schools which had been in the process of undergoing some ethnic change over the past five years; these changes included an intake of refugee children from countries such as Lebanon and Assyria, an increase in the number of Maori and Pacific Island students, and an increase in Asian children. One school noted a decrease in the number of children for whom English was their second language (Non-English-speaking background - NESB), and an increase in European children once again, in an interesting inner-city cyclic reversal. In general, though, there was a steady increase over the period in the number of children coming to schools from a non-English-speaking background, with 35 teachers (22%) recording this, and noting the need for special programmes to cater for children whose first language was Greek, Assyrian, Lebanese, or an Asian language.

There is some subjectivity involved in the classification of the socio-economic status (SES) of school catchment areas. However, following the very broad classifications given in the questionnaire, about half the teachers considered that their students came from lower-middle class areas, and a further one-sixth from low-SES areas. Sixty-six (41%) of them considered that there had been changes in the SES of the school community, with four-fifths of these seeing a decline in SES levels, along with entrenched unemployment and financial hardship. Teachers in one rural school found that there were fewer children from farms, and more from unemployed parents in a neighbouring township. Those in another school found that it was drawing upon a wider SES group from outside its traditional catchment area.

Details of these and other data on school characteristics are given in Appendix B.

Profile of respondents

Of the 157 teachers who responded to the question on gender, 134 (85%) were female and 23 (15%) were male, a ratio of around 6:1, quite comparable with that in the primary school teaching population at large in New Zealand, which shows the traditional strong imbalance in favour of women.

The teachers in the sample gave their ethnic origin as European/pakeha 86 percent, Maori 8 percent, Pacific Island 2 percent, and Other 4 percent. Again these figures are quite comparable with national statistics on the primary teaching force, and we have good reason to accept the representativeness of the sample. The national figure for Maori teachers is nearer 6 percent, but this Wellington sample reflects the over-representation of Maori teachers in the North Island which would be expected.

Other features of the teacher profile are:

- Twenty percent were less than 30 years of age;
- Permanent appointments were held by 86 percent;
- Thirty percent of them had been in their present school for less than two years.
- Thirty-six percent of them were in positions of responsibility - principal, assistant/deputy principal or senior teacher. Although the sample of men was a rather small one, there were no significant gender differences here, with 36 percent of the women and 35 percent of the men holding such posts, although a higher proportion of men held teaching principal's positions, and correspondingly fewer assistant/deputy principal positions.
- There was no tendency whatsoever for the larger schools to have more experienced teachers, but there was a tendency for teachers in the larger schools to have been teaching there longer. No teacher in a school of less than 100 students had been in that school for more than five years, for example, as against about one-third of those in schools of 100 students or more. Five out of 11 teaching principals had been in that position for no more than two years.

Full details of these and other teacher data are given in Appendix A.

2 WORK ROLES

Basic information about the classes taught by the 160 teachers in the sample is given in Table 1. The two teachers taking both standards and Forms 1-2 were both teaching principals, one of them in a Kura Kaupapa Maori. The one sole-charge teacher in the sample was marked as taking junior school and standards. The nine specialist teachers included reading recovery teachers, remedial reading teachers, teachers of English as a Second Language, and teachers of special needs children. Six of the eight teachers who did not give a class size were specialist teachers for whom this question was inappropriate. The median class size for the remaining teachers was 26, the question on class sizes being so phrased as to take into account open-planned classrooms, syndicate and whanau situations where several teachers were responsible for one group of children. Relatively few teachers taught in Maori, in either a bilingual or an immersion situation, and no children were taught in any other language. Two of the three teachers who taught solely in Maori were from the Kura Kaupapa Maori.

Table 1 Class levels taught, class sizes, and teaching language

Class level	N	%
New Entrants, J1, J2, J3	60	38
Standards 1-4	44	28
Forms 1-2	20	13
Junior School and Standards	25	16
Standards and Forms 1-2	2	1
Specialist	9	6
Total	160	*100
Class size		
Less than 20	29	18
20-24	38	24
25-29	42	26
30-34	43	27
Not applicable/not given	8	5
Total	160	100
Teaching language		
English	145	91
Bilingual (English/Maori)	6	4
Maori	3	2
Not given	6	4
Total	160	*100

* In this and following tables, rounding corrections may sometimes mean that totals do not sum exactly to 100%.

The table shows that 27 percent of teachers taught classes of 30 or more children. It should also be noted that there is a strong relationship between class level and class size, with 37 percent of junior

school classes, but only 4 percent of other classes, having under 20 children. Seven percent of junior classes were reported as having 30 children or more, as against 44 percent of other classes. Special education needs classes were also generally small. The association between class level and class size tends to confound class size effects in such multi-level survey research as the present study.

Non-class-contact time

In all, about one-third of teachers (N=56; 35%) reported that they had some non-class-contact time. This was fairly evenly divided, with around 9 percent receiving up to one hour, 9 percent between one and two hours, 11 percent between three and five hours, and 6 percent more than five hours in an average week. Virtually all teaching principals, about half assistant/deputy principals, but only a quarter of other teachers had some, and for other teachers the amounts were mostly very small. The teaching principals all received more than three hours per week; most of the remaining teachers received less than three hours, and this was commonly funded by internal arrangements within the school, while classes were doing manual training, for example. About 9 percent said that this was more than they had a year ago, 4 percent said it was less, and 13 percent said it was the same. The question was not relevant for 4 percent of the sample, who had changed position over the year. On average, those teachers who increased their non-contact hours gained somewhat under two hours more.

Table 2 Activities carried out in non-class-contact time, ranked in order of frequency

	(N=160)
Carry out general administrative duties	22%
Update student records	18%
Discuss work with other staff	18%
Prepare resources	18%
Plan lessons	16%
Talk to parents	16%
Arrange/attend management meetings	15%
Observe other staff	14%
Develop school policies	14%
Test children	13%
Release other teachers	13%
Update teaching skills and knowledge	11%
Discuss professional matters with teachers from other schools	11%
Mark work	10%
Appraise staff	10%
Administer six-year net	6%
Work as tutor teacher with provisionally registered teachers	5%
Maintain library	3%
Other activity	8%

Table 2 presents a ranked list of activities carried out by the 35 percent of teachers who had some non-class-contact time, and in each case the percentages are calculated on the total sample of 160. Nearly two-thirds of these teachers spent some of their non-class-contact time in administration, and

about half of them updating student records, discussing work with other staff, or preparing resources. The final category of "Other activity", undertaken by smaller numbers of teachers, included reading recovery and NESB (Non-English-speaking-background, formerly known as ESL) work, curriculum development, counselling children, work with attached teachers, handling Educational Review Office (ERO) and Special Education Service (SES) visits, organising trips away from school, and visiting early childhood centres or kindergartens.

Additional school responsibilities

In order to obtain a measure of the extra-classroom load carried by teachers, they were asked to mark a checklist containing 23 school activities in which they might have been involved, besides their own classroom or other special activity. The results are given in Table 3. The mean number of additional activities marked was 8.8; a quarter of all teachers marked more than 11, and 10 percent marked more than 15. The assorted responsibilities indicated by the 14 percent marking the "Other responsibility" box were mostly reading recovery and NESB work, but one or two teachers mentioned such other activities as responsibility for audiovisual resources, contests and challenges, School Council, library and general miscellaneous activities.

Table 3 Additional school responsibilities besides teaching, ranked in order of frequency

	(N=160)
Responsibility for curriculum area	92%
Member of other curriculum committee	78%
Responsibility for budget area	68%
Liaison with parents/community	66%
Development of school policy	63%
Special needs students	41%
Fundraising	40%
Senior position duties	38%
Student/staff health	36%
Sports supervision/training	36%
Student counselling	33%
Computers	33%
School play/displays	31%
Staff appraisal	31%
Staff supervision*	29%
School patrols/bus driver, controller	23%
Responsibilities associated with BoT	22%
School newsletter/new entrant booklet	22%
Six-year net	19%
School choir/orchestra/music group	19%
Cultural club/dance classes	18%
Library	14%
NZEI•TE RIU ROA liaison officer	14%
Other responsibility	14%

* Includes Provisionally Registered Teachers (PRTs) and Teachers College students

The weighted statistical analysis, which corrected for the sample bias towards small schools, made a few differences here; development of school policy, staff appraisal, duties on school patrols or as a bus driver received somewhat less emphasis (between 4-7 percent less) in the weighted, nationally representative sample. Responsibility for cultural clubs/dance classes received somewhat more emphasis.

Some significant relationships

A series of analyses of variance were undertaken to determine which of the personal background variables and school characteristics were most closely associated with the number and type of work responsibilities held. The four variables showing statistically significant associations with total number of responsibilities held were seniority, type of position (permanent or long-term relieving), length of service, and size of school. As might be expected, teachers in smaller schools carried a greater number of such responsibilities (although relating to a smaller number of children), and the larger the school, the more responsibilities became devolved, although senior teachers and those with more years of service still carried a greater number, in total. Permanent teachers carried significantly more responsibilities in total than relieving teachers. Provisionally registered teachers (0-2 years service) carried significantly fewer responsibilities, but there was a plateau effect beyond that point, with no clear-cut differentiation by years of experience.

Most teachers indicated that they had some curriculum responsibility, and this tended to increase with age and seniority; there were few other strong relationships here. Assistant/deputy principals were the group most likely to be involved with curriculum committees, and also with six-year nets.

Responsibility for various budget areas, liaison with parents/community, and development of school policy were marked by about two-thirds of teachers. Once again, a higher proportion of teachers in the smaller schools marked these items. They were well diversified in the larger schools. These three activities were all also more often a responsibility of teachers in senior positions.

Other areas which were significantly more often marked by teachers in positions of responsibility and/or more experienced teachers were catering for special needs children, staff supervision, counselling and appraisal, liaison with Boards of Trustees and NZEI•TE RIU ROA, staff and student health, fundraising, newsletters, and school patrols.

Teachers in small schools, simply because there are fewer of them, are more frequently required to handle such matters as liaison with Boards of Trustees, NZEI•TE RIU ROA liaison, and school newsletters. On the other hand, teachers in larger schools (200 students and over) are more likely to be involved with a cultural club. These observations, like many in this section, are probably self-evident. There were no other easily interpretable differences related to size of school. But the work roles that teachers are expected to play are clearly very diverse, and there are very many of them, outside the classroom. Some of them are very demanding of time, although it was not possible within the limits of this survey to obtain comprehensive information on this point here. Some further evidence on this is given from the work log in Chapter 3.

3 WORKLOADS

Work estimates

In order to set the scene for more detailed questions on workloads, teachers in the sample were first asked to estimate how many hours a week they worked during term-time. The question provided the following cues: "This includes meetings, contact with trustees, contact with parents, sports activities; all the work you do which is for the school". This explanation was designed to ensure that as all-encompassing and accurate an estimate as possible was made. Of the 160 teachers in the sample, only 137 (86%) completed this question.

The work log

The detailed work log also gave the opportunity to calculate a figure for the total hours worked for the focus week, which was either the 7-day period beginning Thursday 24 March through to Wednesday 30 March, including the weekend, or the period Thursday 7 April to Wednesday 13 April two weeks later. It was suggested that the earlier week was preferable, but that if a teacher found this week totally inconvenient, the other was an acceptable alternative. Somewhat over two-thirds of respondents chose the first week, and no distinctions have been made in the following analysis between results from the two weeks. One was before the Easter break and the other after, Easter Sunday falling on 3 April in 1994. The whole Easter holiday thus fell outside the period during which the logs were to be kept. No specific reasons were requested to justify the later timing, but a few teachers provided them, noting such things as school camps, sports days, etc. which fell during the earlier week and made it either atypical or an inconvenient week in which to fill in a log.

A total of 151 teachers provided complete information on the work log, allowing the total hours over the seven-day period to be calculated. The chief reason for the shortfall here was illness on one of the days covered. If a teacher was ill on one or more days during the focus week, the log was not scored, as it would have been difficult to pro-rate the missing day (or days) reliably. A total of eight teachers were absent through illness; another teacher returned a questionnaire, but did not return the work log.

As a reliability check, results from the log totals were re-classified into the same groups as the initial estimate of average time spent on teaching-related activities, described above, and compared. Results of this comparison are shown in Table 4 for the 128 teachers for whom complete information was available from both sources. They show a remarkable similarity, but it should immediately be pointed out that the fact that 7 people (say) marked over 70 hours on the initial estimate, and 7 people marked over 70 hours on the work log does not imply the *same* 7 people in both cases. There was some considerable uncertainty around the boundaries, and in fact only 81 teachers (63%) showed identical scores by the two methods. This is probably to be expected. However, it shows a reasonable degree of similarity between the two scales, and indicates that the weeks which were used for the log were not grossly atypical. The mean numbers of hours worked were almost identical by the two methods, and the overall distributions were also almost identical. It was not known, of course whether the initial estimate was indeed an *initial* estimate, or was completed later *after* the log was filled in, introducing a spurious correspondence between the results. But had that practice been widespread, it is likely that the figure of 63 percent mentioned above would have been a good deal higher. One or two teachers mentioned that the focus week was not a typical one for them, but such unsolicited comments were very rare. We are thus entitled to place some confidence in the more detailed results from the work log to be presented later in this report. At the same time, it is worth pointing out that simple one-off estimates of number of hours worked, based on recollection from past experiences, do seem to show a reasonable degree of validity, over large groups of respondents.

Table 4 Hours worked during term time, from initial estimate and from work log

Hours worked	Estimate	Work log
Up to 40 hours	3	1
41 to 50	36	38
51 to 60	67	66
61 to 70	15	16
Over 70 hours	7	7
Total number of teachers	128	128

The work log was a crucial feature of the project, and this was strongly emphasised to teachers. Keeping it regularly day by day involved some devotion to duty, but all indications are that teachers made a conscientious effort to record it accurately. One revealing (unsolicited) remark highlights this. "Wow! I'm really surprised. I didn't realise I spent so much time on school work!" Other work stress research has asked for very detailed time logs to be kept, with 10 or 15 minute time intervals to be recorded. As the teachers in this survey were already filling in a substantial 10-page questionnaire, and it was known they were under considerable work pressure, it was decided to simply ask for entries to be recorded to the nearest hour, without fractions. They were encouraged to fill in each day's entries at the end of the day, to make them as accurate as possible. Most teachers did this successfully, although some had obviously gone to considerable trouble to record to the nearest 5 minutes, 10 minutes or half-an-hour, and had then transferred their entries to the work log and rounded their figures. A few left the fractions in, but most followed instructions carefully to round each entry to the nearest hour. Full advantage was taken by respondents of the provision which encouraged them to include activities which, although amounting individually to less than half-an-hour in any one day, aggregated to an hour or more over the week. These were incorporated in the totals, which were cross-checked for accuracy, and corrected where necessary. A few returns had obviously added in the lunch-hour breaks under the heading of classroom teaching, and these were adjusted downwards after consultation with the project advisory committee about current work hours in primary schools in the region. The results for the complete focus week, including the weekend, are shown in Table 5.

The very high weekly mean of 54.5 hours (median 53 hours) is a significant finding, providing a figure which corresponds closely with the median of 54 hours from the coarser initial estimate, and gives a solid indicator of the very substantial workload which teachers in the Wellington area are currently carrying. There is no reason to believe that time spent by teachers in other areas of the country would be significantly different. In simple terms, it implies that at least half the teachers' workload lay outside normal class-contact hours. There is the possibility of a little inflation here, due to the rounding procedure. If fractions of an hour were *always* rounded up, and *never* rounded down (as is conceivable when there appears to be much at stake), the mean of 54.5 hours may be a little too high, but certainly not more than an hour or two. It is safest to regard it as a quite accurate upper estimate.

The parallel weighted analysis, counteracting the introduced sample bias towards small schools, gave virtually identical results, with a weekly mean of 54.5 hours and a median of 54 hours. There is therefore no evidence of any variation between teachers in large and small primary schools in their total workload.

Workload comparisons

Data with which to compare these figures are fairly sparse. A substantial New Zealand study of work stress amongst primary school teachers and principals (Galloway *et al*, 1982) - interestingly enough also conducted in the Wellington area - made no specific study of workloads, and although it used a variety of other test measures, including health, stress and job satisfaction inventories, did not use a work log or ask for estimates of time spent in teaching-related activities. The recent series of national surveys of the impact of the *Tomorrow's Schools* reforms (Wylie, 1992) used a self-report questionnaire to obtain information from both principals and teachers on their workloads, and reported that two-fifths of principals were working more than 60 hours per week in 1991, up markedly from the figure of less than one-fifth in 1989. The median was around 58 hours. The principals sampled were also of the view that the workload of their staff had increased during the past year, as a result of the changes to educational administration. The classroom teachers in Wylie's 1991 survey reported working a median of 47 hours in total, and a median of about 14½ hours outside class hours, where these were defined to be 6½ hours per day, including lunch breaks, which were regarded to all intents and purposes as work time for teachers. A study of primary and intermediate school teachers in Christchurch (Bridges, 1992), using a self-report questionnaire rather similar to the present one, asked teachers to estimate how many hours they spent per week (to the nearest quarter of an hour) on a variety of activities, both currently and prior to the *Tomorrow's Schools* reforms. Bridges arrived at an average figure of 51 hours for 1992, excluding time spent on study and professional development.

Some very recent Scottish research (Johnstone, 1993) has calculated by means of a fine-grained work log, marked by teachers every 15 minutes through a full focus week, including weekends, that Scottish primary teachers normally work 42½ hours per week, 7½ hours more than their contractual 35 hours. This was a very rigorously calculated total, and excluded morning and afternoon breaks as well as lunch hours. Weekend work averaged out at 3 hours over the two days.

Time constraints did not allow the present survey to explore such comparisons, either with teachers elsewhere in the world, or with teachers at other levels or with members of other occupations in New Zealand. There may be some problems with the use of different methodologies, which Johnstone notes. But the average figures found here, both from the initial estimate and from the work log, are certainly very high ones, regardless of some balancing effects from the longer school holidays which teachers have. They are very far in excess of the 37½ hours per week which was unchanged in the last negotiated collective employment contract. Some of the wide-ranging effects of this very heavy workload are explored in the following chapters, along with an analysis of teaching-related tasks undertaken, and the times when these particular tasks are carried out by teachers.

Teaching tasks

A typical working week includes 25 hours of class-contact time for a basic scale teacher. The mean given in Table 5 has been reduced to just under 24 hours largely because of the presence in the sample of 11 teaching principals. One of them had only 7 hours in the classroom, and there were a total of six who taught not more than 15 hours (equivalent to three days/week). Assistant/deputy principals also occasionally have some release time from classroom activities, and some of them will be included amongst the 17 who taught not more than 20 hours (four days/week). There are, of course, no non-teaching principals in the survey, as they were not within the terms of reference.

The mean of 11.7 hours spent in preparation for classroom or other school activities, with a range from 2 to 25 hours, is also strong testimony to the fact that a teacher's work does not stop at the

classroom door, something well known by every teacher and former teacher, but not always appreciated elsewhere in the community. Over a quarter of all the teachers surveyed spent 15 hours or more in such activities, outside classroom contact hours.

Table 5 Time spent on various teaching-related tasks during the whole of the focus week, ranked in descending order of means

Task	Mean hours	Range in hours
Classroom teaching/specialist activity	23.9	7 - 28
Preparation for classroom work/specialist activity (incl. resource materials)	11.7	2 - 25
Marking, assessment and report writing	5.2	0 - 20
Professional development and training	4.4	0 - 21
Contact with parents/BoT members, school meetings, community liaison	3.3	0 - 11
School administration (including appointing of staff)	3.1	0 - 11
Staff meetings	2.6	0 - 11
Personnel matters/staff appraisal	2.2	0 - 9
Policy/curriculum development	2.2	0 - 5
Playground supervision, road patrol, bus driving, transporting children, sports practices, clubs	2.2	0 - 12
Resources management and maintenance, purchase of materials and equipment, etc.	2.0	0 - 14
Property management and maintenance (incl. dealing with vandalism)	1.8	0 - 7
Budgeting and financial management	1.7	0 - 6
Other activities taking a significant amount of time	3.9	0 - 16
Total	54.5	40 - 89

Marking, assessment and report writing take up the equivalent of over an hour per weekday (5.2 hours), but in fact much of this is done in the weekends. Professional development comes next in order, and other school activities take up relatively small, although still significant, amounts of time. The bulk of the final category of other activities is made up of school fairs, galas and hangis; together with a diverse range of such things as sports tournaments, various challenges and contests, regional workshops and seminars and sundry miscellaneous activities.

The parallel weighted analysis, counteracting the introduced sample bias towards small schools, gave similar results here in almost every category, with a slight tendency for more time, on average, to be spent on professional development and training, more on other miscellaneous activities, and a little less on school administration.

Table 6 shows that, characteristically, teachers spent 6 hours on school-related activities in the weekend of the focus week, and there is no reason to suppose that this average was in any way unusual. The weighted analysis gave identical results. This is in fact twice the recently reported Scottish figures (Johnstone, 1993). Around a quarter of the teachers in the sample spent over 7 hours, a quarter of them less than 3.

Table 6 Time spent in weekend on teaching-related tasks

Time	Mean hours	Range in hours
Weekdays	48.5	34 - 74
Weekends	6.0	0 - 21
Total	54.5	40 - 89

Table 7 gives information on work-related activities undertaken out of term-time. The question from which the table was drawn provided for two levels of answer, on a checklist of 16 items. Respondents were asked to tick those activities which they undertook out of term-time, and then to go back and double-tick any activities which they considered took up a *significant* amount of their out-of-term time. The extent of such work-related activities, carried out in those periods of the school year euphemistically called holidays, could not be easily coded on a work log, and this method was chosen to obtain some measure of how much time was involved. How much is *significant* is a subjective matter, but perceptions by teachers of what is significant to them may be just as important as the actual reality when workloads and work pressures are at issue.

Table 7 Teaching-related tasks undertaken out of term-time, ranked in order of frequency

Activity	Significant time %	Some time %
Setting up classroom	45	52
Resource purchasing/preparation/maintenance	64	33
Programme planning	58	32
Updating student records	47	39
Teacher-only day	2	80
Teacher development/in-service days	18	56
Administration (organising class lists, building maintenance caretaking/cleaning, staff supervision, timetabling, etc.)	23	24
Professional conferences	11	31
Liaison with parents/community	4	31
Fundraising	4	23
Development of school policy	4	23
Staff recruitment/appointment	3	15
Meeting with outside agencies (e.g. SES, ERO)	1	15
Sports supervision	2	10
Cultural club	-	4
Other activity	3	3

The vast majority of teachers spent some out-of-term time in setting up their classrooms, preparing and maintaining resources, programme planning and updating of student records. Very many of them regarded the amount of time spent as substantial, as the high percentages in the first column

show. A teacher-only day and teacher in-service days out of term-time involve around three-quarters of teachers, and administration duties somewhat under one-half.

The "Other" category included a variety of other activities, each accounting for a very small percentage of the total. These included senior staff meetings, meetings with Board of Trustee members, budgeting, computer familiarisation, doing ASTU (Advanced Studies for Teachers Unit) papers, counselling teachers and carrying out bus duties.

Some significant relationships

Another series of analyses of variance was carried out to determine which of the personal background variables and school characteristics were most closely associated with teacher workloads. Surprisingly enough there were very few of them. Workloads appear to be uniformly high, across-the-board. However, there was some differentiation based on the position held by teachers. This is shown graphically in Figure a. The total mean workload for the seven days in the focus week was 61.1 hours for teaching principals, ranging down to 53.5 hours for basic scale teachers. As there were only 11 teaching principals in the survey, these figures should be viewed with caution, but they do show some significant gradation in workload.

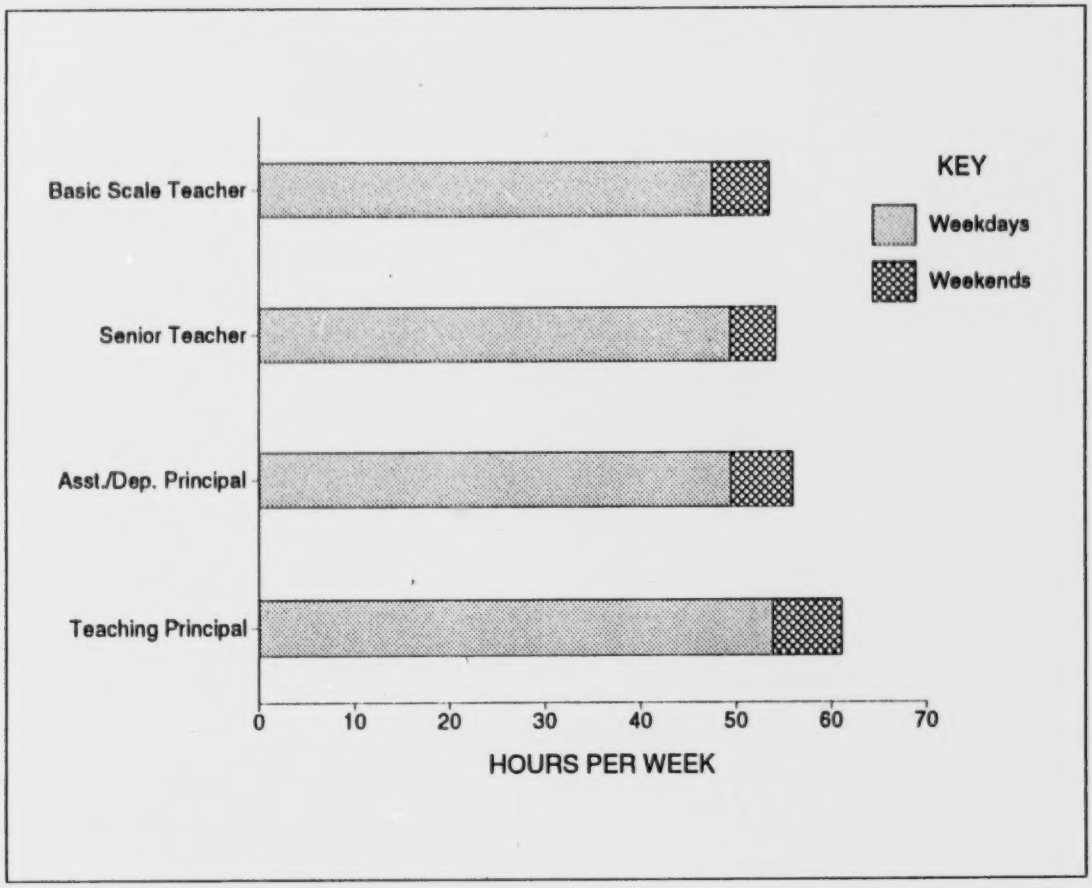

Figure a Time spent on teaching-related tasks, by position of teacher

There was a slight tendency for permanent teachers rather than long-term relievers to work *longer* weekend hours, and for teachers in the age range 40-49 to work *shorter* weekend hours, but neither of these was a strong and statistically significant trend.

But there was a significant trend for teachers in small schools of up to 99 students, and for teachers in schools of between 200-299 students, to work longer hours, both on weekdays and in total. The reported workload of teachers in small schools was particularly heavy. There were only 14 such teachers in the sample, but they averaged 62.5 hours in a total working week, as against 53.7 for the remainder. The presence of a number of teaching principals in the group will have boosted these figures.

There was no statistically significant differentiation in total hours worked by years of experience as a teacher, gender, class level or class size.

Particular tasks upon which teaching principals spent significantly more time in the focus week than other teachers included administration (naturally!), community contact with parents and Board of Trustee members, and staff meetings. They averaged 4.1 hours per week preparing for and participating in staff meetings; assistant/deputy principals averaged 3.0 hours per week, about one hour per week more than other teachers.

Conversely senior teachers and basic scale teachers spent much more time on what was classified in the work log as preparation for teaching activity, 12.5 hours per week in total, compared with 10.7 hours for assistant/deputy principals and 7.5 hours for teaching principals.

Teachers in small schools of less than 100 students and teachers in schools with rolls between 200-299 appeared to spend more time in community contact with parents and Boards of Trustee members, an average of 4.6 hours per week, as against 2.6 hours for other schools.

Other than these few differences, some of which are self-evident, there were no clear-cut relationships between time spent on various school tasks in the focus week, personal background variables and school characteristics.

Changes over time

In an endeavour to obtain an impression of how workloads had changed over time, teachers were asked to complete a workload scale for the five years 1989 to 1993. They were asked to give their impressions of how heavy their teaching-related workload was in each of the years in which they had been teaching over that period by ticking a box on a nine-point scale. This scale ranged from Light (coded 1) through Moderate (3) to Heavy (5), Very Heavy (7) and finally Unbearable (9), with even-numbered scores at intermediate points in the scale. Teachers who had been teaching for less than two years were not asked to fill in this question, or the subsequent ones relating to changes in workload and their effects, as they would not have had the experience upon which to make the necessary judgements.

The results are again admittedly subjective, but they do show perceptions of teaching loads from a historical perspective, after due reflection. The first two columns in Table 8 show the mean workload scores, and the percentage of teachers marking Very Heavy or above on the scales. The numbers of teachers upon which these figures were based for each of the five years are given in the final column, and are different for every year. As a check, separate analyses were also carried out for teachers teaching through all five years, for those teaching only over the last four, the last three and the last two years, with virtually identical means in every case. It would appear that no

distortions have been introduced by constructing Table 8 on the basis of total numbers teaching in each year separately.

Table 8 Changes in teacher workload over time

	Mean rating	Very Heavy+	N
Workload in 1989	4.2	10%	115
Workload in 1990	4.8	16%	127
Workload in 1991	5.5	24%	135
Workload in 1992	6.2	45%	141
Workload in 1993	6.7	66%	146

Workloads in 1993, as perceived by all those teaching in that year, are clearly much higher than they were in 1989, and although the increase in means has been relatively steady over all five years, the percentage of teachers rating their workloads as ranging from Very Heavy through to Unbearable has risen sharply by around 20 percent a year over the last two years. The 1989 mean of 4.2 falls into the range Moderate to Heavy, but the 1993 mean of 6.7, some 2.5 scale points higher, demonstrates an extremely large increase, bringing it close to the Very Heavy category. Two-thirds of all teachers in 1993 expressed the view that their workload rated Very Heavy or above. Eight percent actually checked the extreme point on the scale, Unbearable. These figures are symptomatic of a profession under increasing strain. The means for those teaching continuously over all five years were virtually identical to those above, so the rapid increase demonstrated here can equally well be interpreted as showing the accelerating pressure felt by the average teacher in the classroom over this period.

An open-ended question was provided to allow an annotation of responses to cover any unusual circumstances, such as changes in position, moves from full-time to part-time, time off teaching, and so on. Ten teachers mentioned that they were only teaching part-time for some of the period, and this normally reduced their workload pressure; nine mentioned that they were provisionally registered teachers at some stage during the five years, and noted that this generated increased pressure for the first year; seven referred to the increased pressure caused by promotion to positions of responsibility, on either an acting or substantive basis. Other comments which had a bearing on workloads included such things as teaching overseas, breaks in service, completing university qualifications, handling special needs children, and responsibility for reading recovery. A total of 38 teachers, 45 percent of those providing comments, and nearly a quarter of the whole sample, chose to use this opportunity to comment adversely on the increasing administrative load which they were now faced with.

Some typical comments in this vein were:

> 1993 was very heavy, almost to the point of unbearable. Specially the work involved in the Maths Initiative (I have curriculum responsibility for it).
>
> I am tempted to tick "Unbearable" for 1993, but at the end of the day I still enjoy the classroom work, therefore "Unbearable" is probably not appropriate.
>
> Far too much time on meetings - not enough time to teach class and be with class and prepare work. Also filling in forms like this, and this is not the only form that turns up to be filled out!

> Each year the workload increases and the expectations of others (staff, parents) also increases. There are far more interruptions, parents require more teacher time on home-related problems, as do the new curriculums.
>
> A combination of increased responsibility, new curriculum and *Tomorrow's Schools* plus a heavy class load and mainstreamed children always fighting for resources.
>
> While some increase has been due to the increase in curriculum change and administration, it has been compounded by the teaching principal situation.
>
> I find that with teaching there is always something more to do. You can never say that once I have finished this task I can relax ... I don't mind working hard, but I resent the fact that I do not get an income that warrants the amount of hours I put in. (provisionally registered teacher)
>
> Paperwork has reached ridiculous proportions!!

Additional analyses were carried out on those who had been teaching over the past two, three, four and five years to see if changes in their workloads were associated with any other personal background or school factors. Not a single significant relationship showed up, and we can assume that the changes in workload are not associated with present position in the school, length of time teaching, class level taught, size of school or any other of the background factors considered. The substantial increases in workload perceived by teachers are all-pervading and relatively uniform "across-the-board".

Effects on particular areas

Some further details about the precise areas in which changes in workload had shown themselves are given in Table 9. Teachers were asked to consider what effect various changes had occasioned on their workload over the past two years under three headings, Decrease, No change, or Increase. A "Not sure" category was also provided, which was used by between 1 and 12 percent. Teachers were less sure of the effects on their workloads of competition between schools (12% not sure) and changing social patterns and economic policies (11% not sure).

Table 9 Effects of changes on workload over last two years

Effect on:	Decrease %	No change %	Increase %
Implementation of the new curriculum	0	1	91
Changes in the nature of assessment	0	1	91
Changed demands in teaching and learning	0	3	90
Changing social patterns and economic policies	0	6	73
Present policies on mainstreaming children with special education needs	0	33	56
Moves towards greater competition between schools	0	25	57

In order to detect the possibility of stereotypical responses, a validity check was inserted in the question on social patterns and economic policies by reversing its polarity, with the questionnaire

box for the increased workload being listed before the corresponding one for a decreased workload. Only two teachers in the sample gave inconsistent responses here, and it can be assumed that in general, thoughtful and honest replies were being given and that teachers were in fact reading the questionnaire carefully and not simply ticking boxes down a column in an unthinking fashion. No reform listed has resulted in a decreased workload for a single teacher in the sample. All reforms have resulted in increased workloads, and this is particularly so for the changes in the activities within the classroom, changed demands in teaching and learning, new curricula and new modes of assessment. Moves towards greater competition between schools appear to have had the least effect.

Some typical comments follow, grouped under the appropriate headings:

On nature of assessment:

> Keeping my own class assessments up to date and relevant keeps me busy but I also ensure my staff are also coping with this.
>
> Some administrators want to see plenty of assessment without examining WHY it is being done or if it <u>needs</u> to be done.
>
> Requires more recording and specialised information - however this is more beneficial to all in many ways.
>
> The emphasis on assessment has increased dramatically over recent years, and it now requires more time.
>
> As the nature of assessment changes, changes have to be made to collating the information. This requires money for resources and time for assessing effectiveness of the new system.
>
> Spending enormous amount of time monitoring children. Seems to be less and less time to TEACH!! Becoming frustrated.
>
> Individual assessment on each child in each area takes planning, time [and] with 30+ children must increase the workload.

On teaching and learning:

> Reporting and records take more and more time which is taken away from preparation for <u>teaching children</u>.
>
> More paperwork and administrative tasks, overloaded secretarial staff cause stress because I feel I don't want to add to the load but also have to wait for urgent typing, etc.
>
> Too many new curriculums to implement with too little resources.
>
> Increased time spent at home weekends making sure records, etc. are kept up to date. One dare not leave as catchup is almost impossible.
>
> Particularly with ERO wanting to see "tracking" of students through the years, teaching skills and associated record keeping have to be updated often.
>
> Anticipating what ERO require and having to produce acceptable documentation for teachers to use.

On new curriculum:

Workload has doubled as so many subject areas and courses for these have come too close together.

A new curriculum means extra courses to attend and greater time taken in planning and assessment in order to come to terms with it.

There has been far too much introduced in a short time - no time for assimilation.

Particularly with out of school time courses, implementing and buying resources, organising storage, running school courses for others, updating/rewriting policies and schemes.

When you're just about to understand one area, another one is introduced. In the end you have no time to master one curriculum area before another one is introduced.

Not only having to change teaching practices/planning/resources, but also extra training needs to be taken in my own TIME!!!

Had focus on science over last 2 years. This year maths focus has meant a lot of extra work sorting out planning and strategies for learning in maths.

Because of rapidity of change, big increase in stress and a constant feeling of not quite getting to grips with curriculum areas.

... frustrating at times when resources hard to lay hands on. Also too much too soon in the way of new curriculums being introduced.

I haven't come to terms with one [change] before being hit by another.

Too much happening too fast.

On increased competition between schools:

BoT and principal are pushing for involvement in more school activities other than just teaching.

Expected to have pupils produce art work and mount for display, enter competitions, major school productions, etc.

Falling roll - job insecurity, guardedness of staff.

We have an awareness of competing to make our roll grow so our principal can be released from the class.

Expected to liaise more with community and "sell the school". I feel at the cost of what is right for the child in many cases.

Principal's role has changed - no longer such a "professional leader". Load ... trickles down.

We now as a staff have to spend time on promoting the school, actively seeking pupils to come here, etc.

Had to be far more aware of public relations and marketing aspect of the service we supply.

While our school is not actively competitive, parents have the view our school is providing high quality programmes and this is attracting more students which means larger class sizes.

Parents viewing class programmes to assess whether the school is appropriate for their child. School roll moving up, one teacher now teaching in the Hall.

Parents are more readily prepared to compare schools and move children on if they're not happy with progress in social and academic fields.

Class sizes have increased. A lot more special needs children to cope with.

I haven't had the energy to worry about it. However have noticed increased parent pressure and demands.

We are getting pupils from other schools with behaviour and social problems as we have a reputation for being able to cope with them.

Falling rolls mean staff redundancies and larger classes.

On mainstreaming:

Every mainstreamed pupil brings a heavy commitment in the teaching time/health/welfare factors.

More time needed to be spent on IEP's [Individual Education Programmes] and contact with support agencies i.e., SES.

The work involved in admitting a mainstream child into the school is quite onerous on the principal.

Regular IEP's lunchtimes, before or after school. Run special programmes/reward systems in class.

IEPs, demanding parents of the mainstreamed, contact with agencies, training teacher aides etc. etc. and professional development of strategies.

The real problems came early in mainstreaming when we had no help and no training. That was awful.

Although there are no children in our school with physical disabilities that require special needs [assistance], there are many cases of emotional problems.

Working on IEP's after school and extra stresses within the classroom! Always having to be aware of that child in the classroom - no relaxing or let up!!

No training given, although some support, which seems to be immediately withdrawn as soon as you start making some progress with the children.

On social patterns and economic policies:

More behaviour problems and more severe in their intensity.

More time spent contacting support agencies, i.e., health nurse and in counselling parents, advising parents, use of visiting teacher, etc.

More and more parents are coming to teachers with problems directly related to this, e.g., children without shoes, lunches, etc.

Our community is poorer. We fundraise to meet basic needs, e.g., providing lunches.

Lack of funding for ESOL pupils yet expected to run individual programmes. Have had to reduce budgets more than once because funding has been inadequate - problems with GST payments causing shortfalls, etc.

More unemployed parents - unemployment becoming a way of life. Children lack work ethic. Less money in the lower SES homes - affects costs on top of school activities, e.g. camps. Parents unable to take paid leave or leave to assist with school trips.

The financial situation of most parents has become increasingly more difficult, which puts stress on the families, on the children and in turn on us. I spend considerable time working with parents and children on social problems.

Concern over children's lack of clothing, food, etc. Contacting and counselling upset parents - teachers are now social workers as well.

Taking on an increasing social work role. Writing social welfare reports and attending Child and Family Conferences.

Positive and negative impacts

Table 10 provides information on six further questions which asked teachers to place a value judgement on the effects of changes in their workload, by asking them whether they believed their impact had been positive, neutral, or negative. These questions were only to be answered by those who indicated a significant change in the content or amount of their workload over the past two years, and this reduced the sample by between 7 and 14 percent of teachers. A few teachers were ambivalent over some issues, seeing both good and bad in the changes, and ticking both positive and negative boxes; these results have also been classified as missing, and excluded from the analysis. A "Not sure" category was provided, for those who were genuinely uncertain, and this was ticked by between 4 and 23 percent of teachers. The area in which they were least confident of expressing an opinion was on the impact of the changes in their workload on their students (23% not sure); they were most confident in giving their views on the impact of the changes on their own personal lives outside school (4% not sure).

Table 10 Perceived impact of changes in workload over the last two years

Impact on:	Positive %	Neutral %	Negative %
Career prospects/promotion opportunities	21	18	28
Interactions with colleagues	18	11	46
Quality of work	19	5	50
School administration/organisation	15	9	46
Students	13	14	40
Life outside school	2	3	84

On balance, teachers clearly regard the impact of changes in a negative light, and this is particularly so with the impact perceived on their life outside school. This is of major concern, given the evidence that quality teachers are those who pursue a broad range of interests. Further detail on this is provided in Table 11. Most positive (or least negative) comment is focussed on the impact of the changes on the teachers' professional lives and their interactions with colleagues.

A selection of comments giving the flavour of the many replies received is given below:

Impact on quality of work:

I never feel as though I have achieved as much as I could have with the kids.

Try not to let it alter quality. Try to keep on top of everything.

More time taken up on admin. i.e. policies, less time for class preparation to add "extras" to programme.

Less time to be with children before and after school and at break. Less time to prepare thoroughly.

I continually have to juggle my teaching load (and quality) with admin. and BoT tasks and MoE requirements. The children in the class do not get the teacher they deserve.

As a teaching principal I sometimes feel I don't have enough time to devote to either of my jobs.

Increased efficiency doesn't always equate with a relaxed happy teacher, i.e. if you're tired positive reinforcement goes out the window.

With widening of the workload to include policy development, budgeting for curriculum areas, increased meetings, get far less time before and after school in classroom.

Positive impact on my teaching - brought me right up to date with latest curriculum developments. However constant pressure has had a negative impact on my family life!

Less time for attention to individual children and their needs.

The quality is still very important to me but to keep it up requires a lot of effort and dedication.

Personally I like the demands - a full programme. The domestic cost to my family is another issue.

Impact on students:

I work really hard. I don't think the kids have suffered, but they haven't enjoyed <u>the best</u> either.

Feel under pressure, am tired in the classroom, less time to listen to children.

Teachers are under more pressure and so stress must at times pass onto children.

Sometimes feel tired and grumpier - shorter fuse. No energy to intervene as often or as well as I might on occasion.

I have made a conscious effort not to allow <u>my</u> workload impact on my students.

More formal teaching/learning methods being used so that workloads can be coped with. Students who drop out have to be left "at the roadside".

I give them "busy" work so I can survive.

Most teachers these days are torn between classroom and management work - even scale A teachers are expected to have extra responsibilities.

Mixed - the more I learn about being a good teacher, the better for children; the higher my workload the more difficult it is for children to claim my time.

I frequently ask myself this question and have no answer!

Sometimes stress passes on to children through lack of patience, pressure to get through more work.

I'm more short-tempered and more structured in order to get everything done - less room to allow children to be creative.

Both - positive in that teachers have to be far tighter in organisation, but negative in that some aspects of time spent with students seem rushed.

I just work longer hours to compensate, so my classroom programme and the children do not suffer.

Often difficult to remain relaxed and be a good role model.

Impact on interaction with colleagues:

Less time to socialise and support each other.

Stress levels higher - no time for personal interest in each other - always work to be discussed as we rush from one pressure to next.

It is becoming more difficult to talk with other staff on a personal basis as staff tend to work through lunch-hours, etc. more than in the past.

We all feel so disillusioned about teaching we have banded together in sympathy.

I know I have been under stress and not relating positively and comfortably to others as in the past.

Although we all get on well, because of added pressure it is harder - this is less time for sharing ideas and talking about issues.

Had to plan more co-operatively - study and undertake new initiatives together.

Trying to work together to lessen some of the workload. Support from colleagues in time of stress.

I notice stress, negativity and pessimism in colleagues now.

Impact on school administration and organisation:

All teachers more involved in running of school.

Sometimes I feel some of the tasks lack a positive purpose in terms of benefits to the children.

I feel like I'm on a treadmill, just keeping one step ahead in admin. It's never-ending.

School administration more efficient and computerised, but some administration tasks unnecessary.

I take shortcuts, react to issues rather than be proactive.

An enormous amount of time is spent on management, budgets, finances, collecting receipts - which of course leaves less time and energy for teaching.

Difficulty in meeting deadlines without coming to school in weekends to write reports, letters, etc.

It has greatly increased the load. The office staff need computer skills and their hours have had to be increased, as more and more is expected of the BoTs from the Ministry.

Always more to be done - it's never ending!! But because we're a small school and I've had to learn to do more, I guess I've learnt more too.

Impact on career prospects and promotion opportunities:

I have no desire to apply for promotion, i.e. more work and no greater financial reward.

Learning a lot of new skills in administration management, but is that what teaching is about?

I'm too tired to even fill out application forms fully.

Feel bogged down and don't think about the future.

I am not sure that I wish to continue with teaching as a career.

More difficult to change jobs/schools. Its often who knows who and who will promote who.

I know I feel I am not interested in acquiring a position of more responsibility due to the work load.

Workload already too high - not enough time for my family now - so I wouldn't take on any more responsibilities.

I am not willing to put myself under any more stress than I have now.

Considering early retirement.

I would have liked to have gone for a senior teacher position but the extra workload for minimal increase in remuneration does not make it worthwhile.

Impact on life outside school:

Less family time. Too tired to enjoy it even when I do have time.

Does cause friction in relationships as too much time is considered to be spent at school etc. (Told our beds should be there!!)

I spend much longer hours at school than ever before in nearly 30 yrs of teaching.

School life encroaches more and more into personal life. Rarely an evening goes past when I don't have work to do. I also generally spend 1/2 day in the week-end getting on top of school work.

I have very little outside life now even with a husband and 2 children. They have to support me and do without a parent.

My partner has just about "had it" with school. He can't understand how I have so much work.

What life outside school? I have outside interests but feel negative about lack of time for these.

Less confidence that the emphasis in education is heading in the right direction - less able to speak positively about my work.

Some pressures have lessened but more of time is spent on work related activities. I stay later at school each day.

Positive in that I have decided to definitely have a life outside school and work hard to preserve that. Negative in that I always feel guilty in the evenings if I'm not doing some sort of school work and also hate having to give up evenings for meetings, concerts, parent interviews, etc.

I have to make a conscious effort to put aside school-related things (without guilt!) and attempt to do at least one thing a week I want to.

No time for anything else. Full time teacher living in the classroom!

Is there life outside of school??

Table 11 Areas of life affected by changes in workload

Family life, friendships, leisure activities, health	29%
Family life, friendships, leisure activities	15%
Family life, leisure activities, health	9%
Leisure activities, friendships, health	4%
Leisure activities, family life	13%
Leisure, health	6%
Other combinations	11%
Total	87%

Table 11 provides information on the particular areas, and combinations of areas, in which the strongest impacts on the lives of teachers fell. Those whose personal lives were not affected in this way, or who provided no information, totalled 13 percent. Leisure activities were indicated, individually, or in combination with other factors, by no less than 79 percent of teachers, and this is clearly the first area which suffers when workloads increase sharply. Family life was affected,

in total, in 71 percent of cases, friendships in 55 percent, and health in 53 percent. These figures give cause for serious concern.

A total of 16 percent commented on other aspects of their life which had been affected by changes in their workload. These included a general feeling of tiredness and tension, falling short of actual health problems (8%), restriction of personal growth (3%) and opportunities for further study (2%), hampering of sports and fitness activities (1%), and a reduction in socialising in general (1%).

Across all areas of life, 2 percent of the teachers mentioned positive impacts, 3 percent neutral ones, and 84 percent negative ones. The remainder were not sure, ambivalent (seeing both positive and negative results), or did not respond to the question.

Some of the few positive or neutral comments here were:

> Still manage to have time for other activities because I consider that important. But if I were still bringing up children I would find it hard.
>
> Changes brought about by resigning from teaching principal's role to that of a classroom teacher.
>
> I see professional life as part of my life and not separate. (recently promoted assistant principal)

Some of the many negative ones were:

> Hospital - end of first year as teaching principal.... Don't catch up with friends nearly as often as before.
>
> More tense - takes longer to wind down. I'm a real exhausted person at the end of each term.
>
> Not doing ASTU papers this year because of new curriculum I'm trying to cope with.
>
> Not so much time for family outings or visiting.
>
> Part-time studies - no time to finish my study at Polytech.
>
> I don't do as many things for personal growth as I'd like to as there's not enough time after school-related/work activities.
>
> Would like to attend gym or swim more, but ... this is difficult because of after-school work.
>
> I'm always at school. Don't have a life!
>
> Poor sleep patterns when pressure of work really comes on.

Other workload factors

Questions were asked on two other sources of possible increase in workload over the past two years, one on outside agencies, the other on covering for teacher absences. Teachers generally reported an increase in the necessity to work with outside agencies (such as Police, Department of Social Welfare), and this further added to their workloads. Twenty percent reported a large increase, 41 percent some increase, and 22 percent a small increase.

Teacher absences from school (on such things as sick leave, meetings on school-related matters, individual educational plans, etc.) were said to have a considerable impact by 7 percent of teachers; 23 percent said they had some impact, and 27 percent a little impact. Of the 48 teachers who chose to add additional comments here, 20 mentioned the need to cover for other teachers, redistributing children across other classes, dividing classes, watching other classes, rearranging school programmes, or using their own non-class-contact time. Relatively few teachers said they had the use of relievers, and those that did, mentioned difficulties in finding them, organising them, supporting them, and indeed paying for them.

Classroom assistance

Sixty percent of teachers reported that in general they did have access to assistance within their classrooms. Forty percent claimed to have none, but the rest reported various forms of assistance, for varying periods of time. Some mentioned two, or in a few cases, even three different forms of assistance. Some 27 percent mentioned an assistant (unspecified), 14 percent some help for special needs children, 8 percent a kaiarahi reo or kai awhina, and smaller numbers various other forms of assistance. These included a nurse, Reading Recovery teachers, parents or grandparents, and voluntary helpers.

Future Expectations

A final question in this section required a look into the future. Teachers were asked, in the light of their past and present experiences, how they expected the amount of their workload to change over the next 12 months. Virtually everybody attempted this question, and was prepared to make an estimate. Only 2 percent thought that their workload would decrease; 33 percent thought that it would stay the same; 50 percent thought that it would increase, and 14 percent that it would increase substantially.

When asked if they wished to comment on this, 64 teachers (40%) chose to do so. By far the most common comment (given by 19% of teachers, nearly half of those commenting) was one expressing the view that continuing implementation of current curriculum and assessment initiatives, at the present rapid rate, and with the associated paper work, was going to demand ever-increasing amounts of time. They could not see it levelling off in the foreseeable future. Others spoke of a gradual build-up of pressure towards the end of each year, a feeling that their classroom teaching would suffer if they did not get a break. Others noted that increased pressures from ERO reviews were taking their toll, that they really didn't want to work any harder, and didn't feel that they should have to.

Some typical comments from those who thought their workload would *not* increase are:

> I will be taking leave from May till the end of the year.
>
> I have resigned as from May.
>
> I feel I am working to my capacity and am not prepared to accept any more responsibilities.
>
> With more time out of class I can spend more working hours on admin, etc. and less of my own time (teaching principal)

A few of the more telling comments from those who believed their workload would increase *markedly* are as follows:

> It makes me question my long-term commitment to teaching.
>
> New curriculum initiatives are adding hours to my workload.
>
> The beginning of the year is very busy but as the year goes on, the workload increases substantially. And the end of the year is ... unbelievable! (second year teacher)
>
> Increase in work load is overwhelming. Paper work is becoming more important than the children and providing quality programmes for them.
>
> With the rapid introduction of so many new curriculums our work load can only increase.
>
> It seems to get worse every year.
>
> I am not enjoying my teaching these days, and I really do give my all. I believe teaching to be a dedication but there are limits and I feel sad to see what the present workload is doing to teachers young and middle aged alike.

4 WORK PRESSURES

The section of the questionnaire dealing with work pressures was focussed upon a series of 40 statements of factors or activities which had the potential to cause stress. To avoid response sets, they were not grouped in any specific categories, and they were not listed in any specific order. Respondents were asked to rate these 40 workload factors on a six-point scale, using a key like that below, in terms of whether they were a source of pressure or stress to them:

NOT APPLICABLE	(You have no significant involvement with this aspect of school life)
NEVER STRESSFUL	(The feeling does not exist for you)
RARELY STRESSFUL	(The feeling exists about 25% of the time)
SOMETIMES STRESSFUL	(The feeling exists about 50% of the time)
OFTEN STRESSFUL	(The feeling exists about 75% of the time)
ALWAYS STRESSFUL	(The feeling exists about 100% of the time)

As there is an element of subjectivity in responding to questions of this type, the percentage figures in brackets were supplied to provide respondents with some sort of "mental anchor". In the analysis, the ratings were allocated weights as follows:

0	Not Applicable
1	Never Stressful
2	Rarely Stressful
3	Sometimes Stressful
4	Often Stressful
5	Always Stressful

All responses rated zero, as not applicable, and a handful of others which were left blank, were omitted from the calculations of means given in the tables below. Thus a mean score of 3.0 would correspond to an average of "Sometimes Stressful', calculated on responses from those who gave valid replies to that question. The second column gives the total percentage of responses falling into the "Always Stressful" and "Often Stressful" categories. The third column gives N, the number of responses given, and where this is significantly less than 160, it may be assumed that some respondents felt that they had not sufficient experience of the activity or workload factor in question to give a rating.

Table 12 Most stressful workload factors, in rank order of mean ratings

Factor	Mean	Often+	N
Amount/nature of paper work required	3.97	76%	158
ERO reviews	3.83	60%	146
Implementation of new curricula	3.62	59%	159
Developing new assessment procedures	3.55	55%	158
Number of hours teaching/at work	3.48	51%	157
Ways in which change is being implemented	3.31	40%	156

Six factors stood out as generating much more stress than others, and information on these is given in Table 12, ranked in order with the most stressful at the top. All of these factors are clearly

associated with the changes brought about by the *Tomorrow's Schools* reforms. Except for ERO reviews, which had not been experienced by some teachers, who therefore did not feel qualified to rank them, they are within the purview of all the teachers surveyed.

The amount and nature of paper work required in the new environment was clearly a source of stress. Interestingly enough, this was less the case with teaching principals and assistant/deputy principals then it was with other teachers, although this may be because they have regarded what others term "paper work" as falling under the heading "General school administration". In all, 30 percent of other teachers always found it a cause of stress, as against 15 percent of teaching principals and assistant/deputy principals. In general, the larger the school, the greater the pressure engendered by paper work. There was a steady progression here, ranging from 63 percent of teachers in schools with rolls under 100 who found paperwork to be often or always a cause of stress, through to 88 percent of teachers in schools with rolls of 300 and over.

ERO reviews were the other major stress factor, with 22 percent of teachers marking "Often" and a very high 38 percent indicating that it was "Always" a cause of stress, making up the total of 60 percent given in the table. There was some differentiation by staff seniority here. Teaching principals and assistant/deputy principals were again less likely to indicate major stress; 48 percent of them marked often or always stressful, as against 66 percent of other teachers.

There was little differentiation on the other four factors noted in Table 12, except for a tendency for teachers in middle-sized schools with rolls between 100-299 to find the process of change impacting more severely on them. Teachers in small and in large schools reported less stress in this respect.

Table 13 Moderately stressful workload factors, in rank order of mean ratings

Factor	Mean	Often+	N
Mainstreaming special needs children	3.03	34%	121
Behaviour of children/discipline	3.01	31%	159
Income/salary	3.00	31%	151
Class size	2.97	31%	153
Level of financial resources available	2.97	32%	152
Student welfare issues	2.93	23%	155
Management of class(es) in wet weather	2.90	27%	159
Maintaining/raising educational standards	2.90	23%	151
Development of new school policies	2.82	22%	152
Interruptions to teaching programme/activity	2.82	22%	158
Budgeting and financial management	2.71	21%	137
Personnel matters/staff appraisal	2.65	19%	156
Employing relieving teachers	2.62	17%	87
Purchase/maintenance of equipment	2.60	18%	149
Classroom space, facilities/environment	2.55	19%	153
School and staff development	2.52	12%	146
General school administration	2.52	12%	149

There was no clear break point in the stress ratings of the remaining factors. They formed a steady descending sequence from a mean of around 3.0 (Sometimes Stressful) to a mean of around 2.0

(Rarely Stressful), with relationships with members of Boards of Trustees and claim reimbursements causing no difficulties. For convenience in discussion they have been divided into two Tables, 13 and 14.

Five out of the top seven moderately stressful factors in Table 13 are child-related issues, concerned with students, their management, behaviour and general welfare. Class size impinges on this, and is clearly an ongoing concern. It is also interesting to note the high rating given to stress caused by the demands of managing classes in wet weather. Development of new school policies and maintaining (if not raising), educational standards are also of concern. The remaining factors are mostly concerned with school policies regarding personnel and administration.

It was not surprising to find that financial matters generated a heavy and stressful workload for teaching principals, and also for assistant/deputy principals. Budgeting and financial management were often or always stressful for 31 percent of them, as against 16 percent for other teachers, and similar percentages for the item "Level of financial resources available" were 44 percent and 27 percent respectively. Basic scale teachers were rather less troubled than other more senior teachers by the demands of school administration, as would be expected, with 43 percent of them finding it at least sometimes stressful, compared with 60 percent for the other three categories of principals and senior teachers combined.

Level of resourcing was also a concern to teachers in schools with large enrolments of Maori or Pacific Island students. One-half of them often or always found this a cause of work stress, compared with less than a quarter of schools with predominantly European populations.

Discipline problems were more likely to be a cause of work stress in low-SES communities. In communities regarded as middle-SES, only 12 percent of teachers rated the item "Behaviour of children/discipline" as being often or always a cause of stress for them; 39 percent of teachers in low-middle SES or low-SES communities rated the item in this way.

Table 14 Less stressful workload factors, in rank order of mean ratings

Factor	Mean	Often+	N
Providing professional leadership	2.49	13%	115
School management difficulties	2.49	12%	101
Playground supervision	2.44	13%	157
Job security/tenure	2.39	11%	146
Taking sick leave	2.38	19%	149
Funding support staff	2.38	13%	90
Involvement in fund-raising	2.27	9%	139
Amount of professional support	2.26	7%	147
Promotion/career opportunities	2.26	9%	139
Property maintenance/vandalism	2.22	5%	101
BoT procedures for staff appointments	2.18	7%	105
Relations with parents	2.18	4%	157
Competition with other schools	2.16	10%	127
Relations with colleagues	2.03	3%	159
Relations with Board of Trustees	1.77	5%	153
Claim reimbursements	1.73	3%	112

Teachers in small schools of under 100 students were less likely to see classroom environment issues (space, facilities, equipment) as a problem. Not a single teacher reported this as often a matter of stress for them, but there was an increasing percentage finding this stressful in larger schools. Over one-third of teachers in schools with 300 or more students found this often or always a source of pressure.

Of the less stressful workload factors displayed in Table 14, job security was not surprisingly a major worry to relieving teachers; more stress from this cause was also felt by Form 1 and 2 teachers, and by males.

Taking sick leave showed some interesting relationships. No doubt reflecting the concern teachers have not to place more pressure on over-committed colleagues, this factor created more stress in schools with rolls of under 300; more stress in schools with high Maori and Pacific Island enrolments; and more stress amongst younger and less experienced teachers. By way of illustration, it was mentioned as often or always causing stress by only 9 percent of those who had been teaching for over ten years, but by 32 percent of those with less experience.

Property maintenance and vandalism impacted particularly heavily on teaching principals, and on older and more experienced teachers who were likely to be in positions of responsibility.

Claim reimbursements appeared to be a particular problem to assistant/deputy principals, who presumably have to deal with them more often than other teachers.

Relations with parents and professional support in the community appeared to generate more pressure in low-middle SES areas. It appeared less often as a stress factor in either middle-SES or low-SES areas.

Unfamiliar or difficult subjects

Table 15 Unfamiliar/difficult subjects causing stress, ranked in order of frequency of mention

Subject	N of mentions
Maori*	37
Music	32
Mathematics	25
Science	21
Physical Education	12
Computers/Technology	8
Art	8
Social Studies	7
Language/Reading	5
Religious Education	2
Total number of mentions	157

* Includes Te Reo Maori and Tikanga Maori, Maori language and Maori culture

In the final question on work pressures, respondents were asked to rate up to three unfamiliar or difficult subjects, if they wished, on the same scale. This was an optional question; 77 teachers (48%) did not mention any subject as causing problems; 26 teachers (16%) rated one subject, a further 40 (25%) rated two subjects, and 17 (11%) rated three. No significance was attached to the order in which the subjects were entered, and only those subjects rated as sometimes stressful or above were coded.

The results are shown in Table 15, and the numbers in the table are numbers of times the subject was mentioned, in any one of the three positions, ranked in order with the one having the most mentions at the top.

Maori language and culture stands at the head of the list, closely followed by music and then mathematics and science. Further down the list comes physical education. It would seem that computers and technology are not major causes of classroom pressure for this group of teachers, and that social studies and language cause no difficulties.

Leaving teaching

In an endeavour to find a single all-encompassing measure of level of work satisfaction, respondents were asked a simple, but penetrating, question: "If you were able to make a choice, what would you do? Stay in teaching? Leave teaching?" Many teachers, for financial and other reasons, would not be able to leave teaching, but the preamble "If you were able to make a choice" was designed to cover this point, and allow them to answer what they would wish to do if untrammelled by such considerations.

The results seem to indicate very clearly the current high levels of stress within the profession. No fewer than 61 (38%) indicated that they would leave; 84 (53%) said they would stay, and a further 15 (9%) either left the question blank or wrote in comments indicating some degree of ambivalence or uncertainty. Those who would leave, if they could, had significantly higher stress levels than those who said they would stay, on all the variables in Table 15. These discriminating variables are therefore likely to be some of the major factors influencing that decision. The ratings of those who said they would leave are given, ranked in descending order, along with the percentages of potential "leavers" who found each factor always or often stressful, in the second column, as in Tables 12 to 14.

Table 16 Stress factors differentiating teachers who said they would leave teaching, from those who said they would not, ranked in descending order

Factor	Mean	Often+	N
Amount/nature of paper work required	4.33	93%	143
Implementation of new curricula	3.92	69%	144
New assessment procedures	3.79	66%	143
Number of hours teaching/at work	3.64	61%	142
Ways in which change is being implemented	3.48	47%	142
Mainstreaming special needs children	3.35	42%	112
Income/salary	3.25	41%	136
Maintaining/raising educational standards	3.10	28%	137
Development of new school policies	3.08	31%	139

The results in the table demonstrate that factors associated with the recent educational changes provide the strongest motivation for teachers to want to leave teaching. These nine seem to be crucial factors. Of particular significance again is the amount and nature of the paper work which teachers have to face. No less than 93 percent of the teachers who wanted to leave teaching rated this as often or always stressful, as against 61 percent of the "stayers". It is also interesting to consider the factors in Tables 12 to 14 which do *not* figure in this table. These include all the strictly *management and resourcing* matters which teachers, particularly teachers in positions of responsibility, have to grapple with. Although causality can, of course, not be assumed, the relationship between job satisfaction and these other factors is presumably less critical.

Desired changes

In a penultimate open-ended question, respondents were asked to reflect, and consider that if they were able to change three things about their job to make it worthwhile for them, what would those three things be. A content analysis of the replies was made, and they were first classified into some 40 categories, before being reclassified into a smaller number of broad groupings. A total of 149 teachers gave at least one codable response; 139 gave a second one which could clearly be differentiated from the first, and 104 gave a third response. The results of all 392 responses in this "wish list" are given in Table 17.

Table 17 Changes sought by teachers to make their jobs more worthwhile

Changes sought	N of mentions
Smaller classes/better pupil-teacher ratios	66
Better salaries and conditions/parity with secondary schools	54
Less paper work/better Min. Ed. curriculum planning/slower rate of change	49
More non-class-contact hours/more release time/reduced, more flexible hours/more time for planning, personal development	47
Better school funding/more resources/more equipment	40
More teacher assistance/specialist help (e.g. music. PE)/ clerical help/teacher aides/parent volunteers	21
Reduction in admin. duties/out-of-hours meetings/playground duties	20
Reduction in record-keeping/streamlining of assessment and appraisal	17
More help and resources for special needs/mainstreamed/ disturbed children (and their parents)	16
More adequate professional development/paid in-service leave	13
Increased status/public appreciation/valuing of work and commitment	9
Improved job security/permanent tenure/better promotion prospects	5
Better school curriculum planning/cross-school coordination/communication	5
Less time dealing with community, social problems/result of better parenting skills	4
Other worthwhile changes	26
Total of all changes suggested	392

General Comments

A final question invited respondents to make any general comments they wished about their workload, changes within the school system, career prospects, and so forth. Some 94 (59% of the sample) took advantage of this opportunity, and many wrote lengthy and vigorous paragraphs expressing their concerns. Some of these verbatim comments speak eloquently for themselves in this concluding section of the report. It falls into three divisions: special pressures faced by teaching principals; general comments from teaching principals; and general comments from other teachers.

Special pressures felt by teaching principals:

Dilemma of administration taking precedence over classroom responsibilities - situations arise that demand instant attention.

- Having full responsibility for all curriculum areas within a class on top of personnel matters, school administration, and trying to communicate with staff, community and BoT.
- Time management - due to unexpected interruptions.

Social role within a community where there is no other government agency.

Not ever feeling like I've finished a job - especially in the admin. area.... I'm not sure how long I'll survive as a teaching principal. I'm looking forward to having a non-teaching role.

Time spent with the odd child with serious behaviour problems (and parents) affecting quality time with the rest.

General comments from teaching principals:

- Resourcing for *Tomorrow's Schools* - implementation of an "ideal" system. Too rushed - this has caused fears, insecurity undue pressure on staff.
- Teaching Principal's positions must go!!

Being a teaching principal is a very demanding job. The workload from being a senior teacher to principal has increased 100% with the same hours in each day. I don't find it unbearable, but some days extremely stressful.

I find I have to continually juggle the needs of my pupils with the requirements of running a school. The pupils are my first concern and I know some shortcuts in consultation (with staff) have been made and less than satisfactory decisions have occurred. My staff are very supportive and helpful and this has helped greatly, but I also know they must and do feel these frustrations.

It is not possible to do justice to pupils and staff all the time.

As teaching principal of a 7 teacher school with 0.6 release (twice the Ministry allocation) I feel I am still unable to do justice to both my role as principal, in all its myriad forms, and that of classroom teacher, especially in the areas of planning and preparation.

The teaching principal job is quite untenable in today's climate. One can only do it for a maximum of 3 years.

- More and more is expected of teachers outside classroom contact time - Policy writing/ professional development/assessment and evaluation/BoT meetings, etc.
- With the curriculum update, teachers in the "smaller" schools often have to take responsibility for more than one area.

- The "cheap" methods being used to introduce these changes mean Scale A teachers become responsible for teacher development within their schools.
- Overall everyone appears to be under far more stress and teachers often come to school when they should be home sick as they are conscious of the financial problems the school board has.

Our staff have worked long and hard to improve our school over the last 3 years from one that was failing in many ways. The major impact at that time was staff turnover (one class with 14 teachers in a 12 month period!) We feel we have not had enough time to absorb new curriculum and other changes sufficiently.

A PLEA: teaching principals need an immediate review and evaluation of their work load.

General comments from other teachers:

Children have become much more difficult to manage. With the breakdown of family structures there are many disturbed and hurting children.

The changes over the last few years have put all teachers under stress. There has not been time made available for new material to be read and understood, etc. If we are to teach new curriculum concepts effectively we should be trained to understand what is involved.

- I have applied for 14 jobs in the last few years. It is much harder to change schools and to seek promotion - especially if you are female and in the mid-forties.
- With mainstreaming there is more expected of schools and teachers but very little extra training or extra resources given. Most schools supplement their allocated teacher aide hours.

One would have to be superhuman to do all that is expected of a primary teacher. One ends up running around in circles and feeling guilty towards oneself where children are not achieving.

- I do not think Boards of Trustees always have the necessary qualifications or knowledge of educational issues to run our schools properly. They have been introduced to the detriment of effective management in many instances.
- My workload has increased greatly with the new curriculum statement coming in and courses I'm attending concerning these changes. My hope is that this increased load will diminish at the end of two years or so.

Morale among staff has taken a big dive over the last few years due to workload and changes within leadership and introduction of *Tomorrow's Schools*.

In the new system enjoyment of teaching and child contact has decreased due to untold useless meetings - new supervision planned by each new principal who arrives. Teachers are so busy now there is hardly any interaction between schools, e.g. sport, music, etc. - much to the detriment of schools and child enjoyment. So many meetings and useless admin. etc. so teachers are too overloaded to do the necessary things.

As I work in a small school, there are a lot of extra responsibilities other than my classroom responsibilities, it's very easy to spend the majority of my time "working', and less time on other areas of my life. Expectations of a teacher, especially from parents is very high. They often want the teacher to take charge of areas that are rightfully their responsibility.

There is a greater feeling amongst all teachers of increased workload, greater expectations placed on teachers, and generally there is more stress placed on teachers. Other people in the community do not often appreciate this - Still some people think we have a 9 - 3 job

(ha! ha!) and long holidays, forgetting most of us attend courses and catch up on paper work.

Changes in education are supposed to improve teaching and learning for our children and this does not appear to be the case. New curricula, increased paperwork to be dealt with, without sufficient resources and support.

I like all aspects of the new curricula being introduced except for the lack of true $ funding being given to the teachers with which to implement them.

I feel a lot of what is happening now in education is just a game we have to play - for who we are playing it I don't quite know. The monitoring plans for everything, assessment and ticking all the paper work is just superficial teaching, taking up a lot of valuable teaching time.

I probably won't stay in teaching for the rest of my life with the way things are unless they improve.

I am a teacher only in my 2nd year of teaching. I have noticed the major increase of workload from a 1st year to 2nd year. I am finding it extremely stressful to be enthusiastic and positive all the time in my class because of the massive extra workload not directly related to a quality programme in my classroom.

I don't see teaching as a good career option these days - little gratitude or understanding from the public as to the real workload which is still perceived as 8.30 - 3.30.

When I see the amount of pressure that teachers in senior positions and principals are under, it makes me question whether I want to move up the scale. They have a very heavy workload and also have to manage a class. The latter is hard enough in itself!

Most teachers find their time is consumed by extra-curricular activities - library work, duty, with little or no release time to complete these extra activities available.

I believe that after 2 years, and thus gaining registration I will leave teaching simply because I don't see that primary teachers will keep, let alone gain the things that make it a worthwhile job (e.g., pay, holidays, etc.) (Sometimes I feel that enjoying being with children and helping them grow and discover things is just not enough). The ever-increasing load of paper work, new curricula, areas of responsibility and so on will finally become too heavy!

The government has made a very good number of changes in curriculum policy - some of these curriculum documents are extremely good but their best resources, equipment, school teacher/pupil books to implement these curriculum changes have been sadly lacking.

Too many changes. Changes introduced too quickly without adequate time for introduction and application. Therefore things tend not to be understood fully and not implemented properly.

My career prospects in terms of salary increases will probably not eventuate. I have 5 ASTU papers to complete before I can move to another scale. Coming into teaching at a later stage has meant time to add to my qualifications will be shorter. Doing 1 paper a year is as much as I can cope with if I am to give my best to my class.

For me there has definitely been a big increase in work, work pressure, responsibility and STRESS. Mainly because I have moved to a new school (a small school - more to do for less people) and because I have a position of responsibility (Assistant Principal) which gives you an enormous amount of administration work and work with disciplining children and meeting with parents/staff/outside agencies, etc!

I expect to work longer hours in terms of input into running the school (appraisal, staff development, curriculum development) as a DP. As a classroom teacher, tutor teacher, syndicate leader, I expect to be seen as a role model. I don't think my salary reflects or does justice to my workload.

- Reduce class sizes
- Reward "time out" as something undoubtedly beneficial to the service.
- Make more money available with ancillary help with resources, fund raising, sports and music helpers.

- Workload very high - concerning planning, admin. and evaluations.
- Class levels of 30+ far too high to teach effectively and plan/meet individuals needs.
- Job security is a huge worry with roll dropping.
- I don't understand why people think teachers have it easy!! I am finding it a high stress job (I have had two years of consistent boils!!)

Scale A teachers in small schools (6 teacher) have had to take on loads more responsibilities in curriculum planning, purchasing, budgeting, implementation, etc., etc. = unrealistic workload compared to larger schools.

Teachers are extremely conscientious. Gradually we have taken on more and more. It is impossible for us to do everything that is expected - let alone do it well. Our health suffers, and we become less able. I cannot see where it is going to end - but the workload of the average conscientious teacher does not match our salary!

- Workload outside school is becoming more and more.
- Communication with other staff members is becoming more difficult. All are under the same pressure.
- Because of a most conscientious staff everyone is striving to keep up their "best" to give our children the best opportunities which they deserve, and our commitment to this is resulting in frustrated and pressured staff.

- I am not interested in promotion, although I am an experienced teacher, because the remuneration does not make the extra work-load worthwhile.
- Changes in curriculum need to be slowed down - we are trying to come to grips with too many at one time.

As well as the stresses of mainstream classroom teachers I often feel "alone" in as far as there are no other staff who are able to give me the kind of specialised guidance I need to develop professionally as an immersion teacher. I spend a great deal of time trying to devise activities and specific assessment techniques for learning and teaching in Te Reo Maori (my second language) to children whose first language is really English, although they have been to Kohanga Reo.

- Difficult to gain permanent position - experience and qualifications particularly university qualifications count against you when applying for positions.
- No career structure exists with removal of large number of senior teaching jobs.
- Differences in finance available for use in schools depending on SES of parents of children.

As an older person (50) I am at present unable to pursue my career further as I am considered too old, experienced and qualified, to be considered so far for a permanent job.

The amount of paper work has increased, especially as you move up the ladder. This is partly why I have no current desire to be more than a classroom teacher. I wouldn't want to be an "administrator" like many principals and DPs and not spend time with the children.

Just promoted to AP. BoT at my school pay for the AP/DP to have 10 release days a term

to carry out our professional role - it is wonderful but funding should come from the Ministry.

Training College should be a 5yr course, 3 at college 2 in schools, as to complete College, and not to be able to certificate as one can't get a job for 2 yrs, is a waste of training - either totally qualify in 3 yrs or guarantee time in schools for certification.

Have had 5 hours release time negotiated for, which is now in jeopardy because of budget deficit - this will increase my load in Term 2 to 60+ hours per week as it was last year.

There is now a lot more consultation which requires many meetings or discussions with other staff. There has been a change in what is expected of teachers. Principals are now "managers". The DP has a very heavy workload, especially if teaching also. Senior teachers and APs also have more responsibility and Scale A teachers do what senior teachers used to do. All for the same remuneration as a number of years ago. Because of the high expectations at each level and the number of teachers without positions it is very difficult to change jobs unless you have a specific qualification a school requires or an outstanding CV and references.

I have recently returned from abroad and am amazed at the change in teaching. There seems to be less and less time to spend preparing daily lessons and quality time with the children. Now it is endless meetings, assessments, evaluations, etc. etc. It is already hard enough for primary teachers teaching so many diverse subjects and the expectation that we should be specialists at them all without non-class contact time.

I love the profession I am in. It is made very challenging by the poor financial rewards and the time and energy factors involved, however, at the end of the day the satisfaction you get from seeing children developing and learning and the interaction with them wins out.

REFERENCES

B[illegible]s, Susan J (1992). *Working in Tomorrow's Schools: Effects on Primary Teachers - A Chr[illegible]church Study*. Christchurch, Education Department, University of Canterbury.

Cooper, Cary, Stephen Sloan and Stephen Williams (1988). *The Occupational Stress Indicator*. Windsor, UK, NFER-Nelson.

Dewe, Philip (1986). *Stress: Causes, Consequences and Coping Strategies for Teachers*. Final report on research commissioned by the New Zealand Educational Institute, 1981-1982.

Draaijer, A D (1991). *Survey of Stress*. New Zealand Principals' Federation.

Galloway, David with Fay Panckhurst and Kathleen Boswell (1982). *Teachers and Stress*. Wellington, New Zealand Educational Institute.
Teacher Stress - Research Findings and Report (1982). A summary of the research report *Teachers and Stress*, by David Galloway with Fay Panckhurst and Kathleen Boswell.

Great Britain, Education Service Advisory Committee (1990). *Managing Occupational Stress: A Guide for Managers and Teachers in the Schools Sector*. London, HMSO.

Holland, Jack G (1991). *Stressor Manifestations in a Sample of Primary School Principals: A Longitudinal Study*. MEd thesis, Massey University (abridged version).

Johnstone, Margaret (1989). *Stress in Teaching: An Overview of Research*. Edinburgh, The Scottish Council for Educational Research.

Johnstone, Margaret (1993). *Teachers' Workload and Associated Stress*. Edinburgh, The Scottish Council for Educational Research.

Marra, C S (1991). *An Investigation into Teacher Stress*. Report commissioned by the Mangonui Branch of the NZEI.

Mitchell, D (ed.) (1991). *Monitoring Today's Schools: Report No. 4, The First Year*. Hamilton, University of Waikato.

National Union of Teachers (1990). *Primary Teachers' Workload: The Union's Response*. London. The National Union of Teachers.

Pickup, Edward Ian (1991). *A Study of Stress amongst Primary School Principals in New Zealand*. MA thesis, University of Lancaster.

Rice, Phillip L (1987). *Stress and Health: Principles and Practice for Coping and Wellness*. Belmont, California, Brooks/Cole Publishing.

Wylie, Cathy (1992). *The Impact of Tomorrow's Schools in Primary Schools and Intermediates: 1991 Survey Report*. Wellington, New Zealand Council for Educational Research.

Reading Recovery Teacher Survey (1989). Wellington, New Zealand Educational Institute.

APPENDICES

Appendix A: Details of the Respondents

Table A1 Gender

	N	%
Female	134	84
Male	23	14
NA*	3	2

Table A2 Ethnic group

	N	%
European	137	86
Maori	13	8
Pacific Island	3	2
Other	6	4
NA	1	1

Table A3 Age group

	N	%
Less than 30	32	20
30-39	36	23
40-49	58	36
50-59	33	21
60+	1	1

Table A4 Total years in teaching

	N	%
0-2 years	16	10
3-5 years	21	13
6-10 years	23	14
11-15 years	34	21
15+ years	63	39
NA	3	2

Table A5 Years in present school

	N	%
0-2 years	47	29
3-5 years	60	38
6-10 years	31	19
11-15 years	9	6
15+ years	10	6
NA	3	2

Table A6 Present position in school

	N	%
Teaching principal	11	7
Assistant/deputy principal	30	19
Senior teacher	17	11
Basic scale teacher	101	63
Teaching assistant	1	1

Table A7 Type of appointment

	N	%
Permanent	137	86
Long-term relieving	21	13
Year One teacher	1	1
NA	1	1

Table A8 Years as teaching principal

	N	%
0-2 years	5	46
3-5 years	3	27
6-10 years	2	18
Over 10 years	1	9

* NA Not available

Appendix B: School Details

NOTE: The entries in tables B1 to B6 below are the numbers and percentages of *teachers* in schools with the characteristics given.

Table B1 School roll

	N	%
1-34	3	2
35-99	13	8
100-199	68	43
200-299	42	26
300+	34	21

Table B2 Ethnic composition

	N	%
Mainly European/pakeha	108	68
Mainly Maori	8	5
Mainly Maori/Pacific Island	20	13
Mixed	24	15

Table B3 SES of school community

	N	%
Wide range	30	19
Middle SES	26	16
Low-middle SES	76	48
Low SES	28	18

Table B4 Class level taught

	N	%
New Entrants, J1, J2, J3	60	38
Standards 1-4	44	28
Forms 1-2	20	13
Junior and Standards	25	16
Standards and Forms 1-2	2	1
Specialist	9	6

Table B5 Class size

	N	%
Less than 20	29	18
20-24	38	24
25-29	42	26
30-34	43	27
NA	8	5

Table B6 Teaching language

	N	%
English	145	91
Bilingual (Maori/English)	6	4
Maori	3	2
NA	6	4

Table B7 Sample design

	School Roll	
	<196	196+
Sampled schools	21	9
Total number of schools	74	107
Percentage sampled	28.4	8.4

Appendix C: Statistical Analysis

This report is based on a series of analyses using the Statistical Package for the Social Sciences (SPSS/PC+ Version 5.0). Following tabulations of all variables and data cleaning, using the procedure FREQUENCIES, a very large number of two-dimensional analyses were made. Where one of the independent variables was measured on at least an ordinal scale, analysis of variance was employed, using the SPSS procedure MEANS to detect significant relationships with underlying background variables. An example of this would be establishing the relationships between scores on the nine-point workload scales, or the three-point change-impact scales, with teaching position, class level taught, or size of school. Where data were only measured on nominal scales, the procedure CROSSTABS was used to detect significant relationships between variables. An example would be establishing the strength of the association between gender and seniority of position. Crosstabs were also used to throw light on particular features of relationships which may have been obscured by simply using mean scores, and to provide more readily interpretable tabular presentations in some instances.

As has been noted in Chapter 1, the sample was essentially a stratified random one of schools in the Wellington region and environs, with an extra weighting being applied to schools with rolls below 196 (as at 1 July 1993). All "qualifying" teachers from each school were sent a questionnaire. This deliberate emphasis on smaller schools was designed to increase the number of teaching principals in the sample, a group of particular interest to those who had commissioned the survey. In all, 11 teaching principals responded, out of 29 schools. This number is probably too small to draw strong statistical conclusions from, but the indicative results presented, together with a considerable amount of verbatim comment, allow some tentative observations to be made.

Another set of weighted analyses was also run, counteracting the sample bias statistically, to examine results for what then became, to all intents and purposes, an unbiased, random sample of 160 "notional" teachers from schools in the Wellington region and environs. This made remarkably little difference to the results, but occasionally parallel findings from the weighted analysis have been presented in the text, where these deal with areas of particular concern.

In general, in the analyses only differences statistically significant at the $p < 0.05$ level or better are interpreted. At this level there is a 1 in 20 chance that a difference or a relationship as large as that observed could have arisen in random samples from undifferentiated populations.

Of course tests of significance do not imply causal relationships, simply statistical association. Nor should they be read as necessarily implying educational importance. There are some "self-evident" relationships in this report which do not justify comment, and need no interpretation (e.g., the strong relationship between class size and teaching level). Some of these are functions of government policy, many of them are trivial. Nor should results from this initial, small-scale study of primary school teachers in the Wellington region be extrapolated unthinkingly to teachers in other regions or to teachers at other levels in the school system (e.g., secondary school teachers). Nevertheless, there is likely to be a good deal of commonality in the results. The cautious procedure recommended (and adopted) in interpreting the data in the report is to focus on large differences for which some plausible reasons can be suggested, and with the benefit of supporting verbatim comment, to look for patterns which may give leads to more extended, in-depth studies in the future.

Appendix D: Questionnaire and Work Log

THE WORKLOADS OF TEACHERS

IN THE

WELLINGTON REGION

A survey organised by the Wellington/Mana Branches
of the NZEI: TE RIU ROA

MARCH 1994

Chartwell Consultants

INSTRUCTIONS: Please complete this questionnaire by

☐ x Ticking the appropriate box (ignore code numbers)
or
____ Writing in the spaces provided.

When you have finished, seal it in the stamped addressed envelope provided and mail it directly to Chartwell Consultants, 65 Winston St, Wellington 6004, by

MONDAY, 18 APRIL

CONFIDENTIALITY: All responses will remain entirely confidential to the two partners of Chartwell Consultants. Schools and individuals will not be able to be identified in the survey report.

This questionnaire is designed to be completed by a FULL-TIME, PERMANENT OR RELIEVING Teacher or Teaching Principal, in employment in any school for at least one term PRIOR TO February 1994.

CODE: _____

SECTION A: SCHOOL CHARACTERISTICS

You may find it helpful to discuss this section with your Principal.

1. How many students were on the school roll as of February 1994?

☐ 1 1 - 34 ☐ 2 35-99 ☐ 3 100-199 ☐ 4 200-299 ☐ 5 300 +

2. What is the ethnic composition of the school roll?

☐ 1 mainly European/Pakeha ☐ 2 mainly Maori ☐ 3 mainly Pacific Island

☐ 4 mainly Maori & Pacific Island ☐ 5 mixed *(please describe below)*

_____ a 1 2 3

_____ 4 5 6

_____ 7 8 9

3. Has the ethnic composition of the school changed significantly since 1989?

☐ 1 yes ☐ 2 no ☐ 3 not sure

If yes, how has it changed?

_____ a 1 2 3

_____ 4 5 6

_____ 7 8 9

4. What is the socio-economic status (SES) of the community served by the school?

☐ 1 wide range ☐ 2 high SES ☐ 3 mainly middle SES

☐ 4 low-middle SES ☐ 5 mainly low SES ☐ 6 other *(please describe below)*

_____ a 1 2 3

_____ 4 5 6

_____ 7 8 9

5. Has the SES of this community changed since 1989?

☐ 1 yes ☐ 2 no ☐ 3 not sure

If **yes**, in what way has it changed?

_____ a 1 2 3

_____ 4 5 6

_____ 7 8 9

6. Has there been a significant increase since 1989 in the numbers of children coming to the school from a non-English-speaking background?

☐ 1 yes ☐ 2 no ☐ 3 not sure

If **yes**, please comment:

_____ a 1 2 3

_____ 4 5 6

_____ 7 8 9

SECTION B: WORK ROLES

7. What class level do you teach?

☐ 1 NE, J1, J2, J3 ☐ 2 standards ☐ 3 forms 1/2

☐ 4 junior and standards ☐ 5 standards and forms 1/2 ☐ 6 other, specialist *(please describe below)*

_____ a 1 2 3

_____ 4 5 6

7 8 9

(If you are NOT a classroom teacher or teaching principal, please go to QUESTION 13)

8. How many children were in your class (per teacher) as at the end of March 1994?

☐ 1 fewer than 20 ☐ 2 20-24 ☐ 3 25-29

☐ 4 30-34 ☐ 5 35-39 ☐ 6 40 and over

9. What is the predominant language used for teaching in your class?

☐ 1 Maori ☐ 2 English ☐ 3 Bilingual ☐ 4 other *(please specify below)*

_____ a 1 2 3

_____ 4 5 6

_____ 7 8 9

10. Do you have any regular non-class-contact time during school hours?

☐ 1 yes ☐ 2 no

(If NO, please go to QUESTION 13)

a) If **yes**, how much time on average, do you have each week?

☐ 1 up to 1 hour ☐ 2 1-2 hours ☐ 3 3-5 hours ☐ 4 more than 5 hours

11. Is this more or less than you had a year ago?

☐ 1 more ☐ 2 same ☐ 3 less ☐ 4 I've changed position

a) If **more**, how much more on average, each week?

☐ 1 up to 1 hour ☐ 2 1-2 hours ☐ 3 3-5 hours ☐ 4 more than 5 hours

b) How is this funded? *(Please tick all boxes that apply)*

☐ 1 Min. of Ed. ☐ 2 Bd. of Trustees ☐ 4 Locally raised ☐ 8 other source *(please specify)*

_____ b 1 2 3

_____ 4 5 6

7 8 9

12. What do you do with this non-class-contact time?
(Please tick all boxes that apply)

☐ a) plan lessons
☐ b) update pupil records
☐ c) test children
☐ d) mark work
☐ e) administer six-year net
☐ f) observe other staff
☐ g) general administration
☐ h) update teaching skills and knowledge
☐ i) talk to parents
☐ j) discuss work with other staff
☐ k) develop school policies
☐ l) prepare resources
☐ m) maintain library
☐ n) arrange/attend management meetings
☐ o) professional discussions with teachers from other schools
☐ p) work as tutor teacher with provisionally registered teachers
☐ q) release other teachers
☐ r) appraise staff
☐ s) other *(please specify below)*

_____ t 1 2 3

_____ u 4 5 6

_____ 7 8 9

13. What activities do you have in the school besides responsibility for your class/special activity?
(Please tick all boxes that apply)

☐ a) responsibility for curriculum area
☐ b) senior position
☐ c) member of other curriculum committee
☐ d) six year net
☐ e) sports supervision/training
☐ f) cultural club
☐ g) school choir/orchestra
☐ h) school play/display day
☐ i) school newsletter
☐ j) library
☐ k) liaison with parents/community
☐ l) NZEI: Te Riu Roa liaison officer [CONTD

☐ m) development of school policy
☐ n) student/staff health
☐ o) fundraising
☐ p) school patrols/bus driver
☐ q) computers
☐ r) staff appraisal
☐ s) student counselling
☐ t) special needs students
☐ u) responsibilities associated with BoT
☐ v) staff supervision
☐ w) responsibility for budget area
☐ x) other *(please describe below)*

_____ y 1 2 3
_____ z 4 5 6
_____ 7 8 9

SECTION C: WORKLOADS

14. On average, how many hours a week do you work during **term-time**?
(This includes meetings, contact with trustees, contact with parents, sports activities; all the work you do which is for the school)

☐ 1 up to 40 ☐ 2 41-50 ☐ 3 51-60 ☐ 4 61-70 ☐ 5 71+

15. What work-related activities do you undertake **out of term-time**?
(Please tick all boxes that apply)

☐ a) liaison with parents/community
☐ b) meeting with outside agencies (e.g. SES, ERO)
☐ c) teacher development/in-service days
☐ d) sports supervision
☐ e) fundraising
☐ f) cultural club
☐ g) development of school policy
☐ h) setting up classroom
☐ i) programme planning
☐ j) resource preparation
☐ k) updating student records
☐ l) staff recruitment/appointment
☐ m) professional conferences
☐ n) teacher-only day
☐ o) administration (organising class lists, building maintenance, cleaning/caretaking, staff supervision, timetabling, etc.)
☐ p) other activity *(please describe below)*

_____ q 1 2 3
_____ r 4 5 6
_____ s 7 8 9

16. Now go back and put a SECOND TICK in the box ☐ beside any activity which you consider takes up a **significant amount** of your out-of-term time.

17. **WORK LOG**

On a separate gold sheet is a blank WORK LOG designed for the week running from Thursday 24 March to Wednesday 30 March, including the weekend. Please complete it, following the instructions carefully, and slip it inside your questionnaire.
It is a vital part of the survey.
If this week proves totally inconvenient, an alternative week would be Thursday 7 April to Wednesday 13 April, but the first week, prior to Easter, is preferable.

n 1 2 3 4 5 6 7 8 9 o 1 2 3 4 5 6 7 8 9

18. Now consider your total teaching-related workload over the past FIVE years. Give your impressions on how you feel it has changed, by ticking ONE box in each row. *(If you were not involved in teaching-related activities in a particular year, leave all the boxes in the row blank. If you have been teaching for less than 2 years, please go directly to Question 33)*

	WORKLOAD								
	Light		Moderate		Heavy		Very Heavy		Unbearable
1989	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9
1990	☐	☐	☐	☐	☐	☐	☐	☐	☐
1991	☐	☐	☐	☐	☐	☐	☐	☐	☐
1992	☐	☐	☐	☐	☐	☐	☐	☐	☐
1993	☐	☐	☐	☐	☐	☐	☐	☐	☐

Do you have any comments to make on this?

_____ a 1 2 3
_____ 4 5 6
_____ 7 8 9

19. What effect have the changes in the **nature of assessment** had on your workload over the last 2 years?

☐ 1 decreased load ☐ 2 no effect ☐ 3 increased load ☐ 4 not sure

Comment if you wish:

_____ a 1 2 3
_____ 4 5 6
7 8 9

20. What effect have changed demands in **teaching and learning** (e.g. records and reporting) had on your workload over the last 2 years?

☐ 1 decreased load ☐ 2 no effect ☐ 3 increased load ☐ 4 not sure

Comment if you wish:

_____ a 1 2 3
_____ 4 5 6
7 8 9

21. What effect has the implementation of the **new curriculum** had on your workload over the last 2 years?

☐ 1 decreased load ☐ 2 no effect ☐ 3 increased load ☐ 4 not sure

Comment if you wish:

_____ a 1 2 3
_____ 4 5 6
7 8 9

22. What effect has the move toward **greater competition** between schools had on your workload over the last 2 years?

☐ 1 decreased load ☐ 2 no effect ☐ 3 increased load ☐ 4 not sure

Comment if you wish:

_____ a 1 2 3
_____ 4 5 6
7 8 9

23. What effect have present policies on **mainstreaming children** with special education needs had on your workload over the last 2 years?

☐ 1 decreased load ☐ 2 no effect ☐ 3 increased load ☐ 4 not sure

Comment if you wish:

_____ a 1 2 3

_____ 4 5 6

7 8 9

24. What effect have changing **social patterns** and the consequences of **economic policies** had on your workload over the last 2 years?

☐ 1 no effect ☐ 2 increased load ☐ 3 decreased load ☐ 4 not sure

Comment if you wish:

_____ a 1 2 3

_____ 4 5 6

7 8 9

(If there have been no changes in the CONTENT or AMOUNT of your workload in recent years, go straight to Question 31.)

25. What impact do you think changes in your workload have had on the **quality of your work**?

☐ 1 positive impact ☐ 2 no impact ☐ 3 negative impact ☐ 4 not sure

Comment if you wish:

_____ a 1 2 3

_____ 4 5 6

7 8 9

26. What impact do you think changes in your workload have had on your **students**?

☐ 1 positive impact ☐ 2 no impact ☐ 3 negative impact ☐ 4 not sure

Comment if you wish:

_____ a 1 2 3

_____ 4 5 6

7 8 9

27. What impact do you think changes in your workload have had on your **interactions with colleagues**?

☐ 1 positive impact ☐ 2 no impact ☐ 3 negative impact ☐ 4 not sure

Comment if you wish:

_____ a 1 2 3

_____ 4 5 6

7 8 9

28. What impact do you think changes in your workload have had on **school administration and organisation**?

☐ 1 positive impact ☐ 2 no impact ☐ 3 negative impact ☐ 4 not sure

Comment if you wish:

_____ a 1 2 3

_____ 4 5 6

7 8 9

29. What impact do you think changes in your workload have had on your **career prospects/ promotion opportunities?**

☐ 1 positive impact ☐ 2 no impact ☐ 3 negative impact ☐ 4 not sure

Comment if you wish:

a 1 2 3 4 5 6 7 8 9

30. What impact do you think changes in your workload have had on your **life outside school?**

☐ 1 positive impact ☐ 2 no impact ☐ 3 negative impact ☐ 4 not sure

Comment if you wish:

b 1 2 3 4 5 6 7 8 9

a) *If so,* what areas of your life have been affected? *(Tick as many as apply)*

☐ 1 your health ☐ 2 your family life ☐ 4 your friendships ☐ 8 your leisure activities

☐ other *(please describe below)*

c 1 2 3 4 5 6 7 8 9

31. Has there been an increase in the necessity for you to work with outside agencies (e.g. Police, Department of Social Welfare, visiting teachers) over the last 2 years?

☐ 1 yes, a large increase ☐ 2 yes, some increase ☐ 3 yes, a small increase ☐ 4 no increase

32. Has the absence of other teachers from school (sick leave, meetings on school matters, individual educational plans, etc.) impacted on your workload over the last 2 years?

☐ 1 yes, very considerably ☐ 2 yes, to some extent ☐ 3 yes, a little ☐ 4 no impact

a) *If so, in what way?*

a 1 2 3 4 5 6 7 8 9

33. What other support persons do you have (in your classroom) to assist you in your work programme?

☐ 1 assistant to teacher ☐ 2 nurse ☐ 3 kaiarahi reo ☐ 4 none

☐ 5 other *(please specify any other support below)*

a 1 2 3 4 5 6 7 8 9

34. How do you expect the **amount** of your workload to change over the **next** 12 months?

☐ 1 substantially decrease ☐ 2 decrease ☐ 3 stay much the same

☐ 4 increase ☐ 5 substantially increase

Do you have any comments to make on this?

a 1 2 3 4 5 6 7 8 9

SECTION D: WORK PRESSURES

35. Please rate the following workload factors, using the key below, in terms of whether they are a source of pressure or stress for you:

NOT APPLICABLE	(You have no significant involvement with this aspect of school life)
NEVER STRESSFUL	(The feeling does not exist for you)
RARELY STRESSFUL	(The feeling exists about 25% of the time)
SOMETIMES STRESSFUL	(The feeling exists about 50% of the time)
OFTEN STRESSFUL	(The feeling exists about 75% of the time)
ALWAYS STRESSFUL	(The feeling exists about 100% of the time)

		Not Applicable	Never Stressful	Rarely Stressful	Sometimes Stressful	Often Stressful	Always Stressful
a)	Job security/tenure	☐	☐	☐	☐	☐	☐
b)	Promotion/career opportunities	☐	☐	☐	☐	☐	☐
c)	Number of hours teaching/at work	☐	☐	☐	☐	☐	☐
d)	Income/salary	☐	☐	☐	☐	☐	☐
e)	Class size	☐	☐	☐	☐	☐	☐
f)	Implementation of new curricula	☐	☐	☐	☐	☐	☐
g)	Developing new assessment procedures	☐	☐	☐	☐	☐	☐
h)	Behaviour of children/discipline	☐	☐	☐	☐	☐	☐
i)	Student welfare issues	☐	☐	☐	☐	☐	☐
j)	Playground supervision	☐	☐	☐	☐	☐	☐
k)	Management of class(es) in wet weather	☐	☐	☐	☐	☐	☐
l)	Interruptions to teaching programme/activity	☐	☐	☐	☐	☐	☐
m)	Mainstreaming special needs children	☐	☐	☐	☐	☐	☐
n)	Development of new school policies	☐	☐	☐	☐	☐	☐
o)	Ways in which change is being implemented	☐	☐	☐	☐	☐	☐
p)	Amount/nature of paper work required	☐	☐	☐	☐	☐	☐
q)	Classroom space, facilities/environment	☐	☐	☐	☐	☐	☐
r)	Relations with colleagues	☐	☐	☐	☐	☐	☐
s)	Relations with parents	☐	☐	☐	☐	☐	☐
t)	Relations with Board of Trustees	☐	☐	☐	☐	☐	☐
u)	Taking sick leave	☐	☐	☐	☐	☐	☐
v)	Personnel matters/staff appraisal	☐	☐	☐	☐	☐	☐
w)	General school administration	☐	☐	☐	☐	☐	☐
x)	Level of financial resources available	☐	☐	☐	☐	☐	☐
y)	Budgeting and financial management	☐	☐	☐	☐	☐	☐
z)	Purchase/maintenance of equipment	☐	☐	☐	☐	☐	☐

|CONTD

36. [35. CONTD]

		Not Applicable	Never Stressful	Rarely Stressful	Sometimes Stressful	Often Stressful	Always Stressful
a)	Property maintenance/vandalism	☐	☐	☐	☐	☐	☐
b)	Claim reimbursements	☐	☐	☐	☐	☐	☐
c)	Involvement in fund-raising	☐	☐	☐	☐	☐	☐
d)	BoT procedures for staff appointments	☐	☐	☐	☐	☐	☐
e)	Funding support staff	☐	☐	☐	☐	☐	☐
f)	Employing relieving teachers	☐	☐	☐	☐	☐	☐
g)	Providing professional leadership	☐	☐	☐	☐	☐	☐
h)	School management difficulties	☐	☐	☐	☐	☐	☐
i)	Amount of professional support	☐	☐	☐	☐	☐	☐
j)	School and staff development	☐	☐	☐	☐	☐	☐
k)	Maintaining/raising educational standards	☐	☐	☐	☐	☐	☐
l)	Competition with other schools	☐	☐	☐	☐	☐	☐
m)	ERO reviews	☐	☐	☐	☐	☐	☐
n)	Teaching unfamiliar/difficult subjects *(up to three allowed, where applicable)*:						
	First subject: _____	☐	☐	☐	☐	☐	☐
	Second subject: _____	☐	☐	☐	☐	☐	☐
	Third subject: _____	☐	☐	☐	☐	☐	☐

o 1 2 3
p 4 5 6
q 7 8 9

37. If you were able to make a choice, what would you do?

☐ 1 stay in teaching ☐ 2 leave teaching

38. If you could change three things about your job to make it more worthwhile for you, what would they be?

_____ a 1 2 3
_____ b 4 5 6
_____ c 7 8 9
_____

39. Are there any general comments you wish to make about your workload, changes within the school system in the last few years, career prospects, etc?

_____ a 1 2 3
_____ b 4 5 6
_____ c 7 8 9
_____
_____
_____
_____
_____
_____
_____

SECTION E: PERSONAL BACKGROUND

40. What is your present position?

☐ 1 Teaching principal ☐ 2 Deputy/Assistant Principal ☐ 3 Senior Teacher ☐ 4 Scale A teacher

41. What type of appointment do you hold?

☐ 1 Permanent ☐ 2 Long-term relieving

42. Please indicate your age:

☐ 1 less than 30 ☐ 2 30-39 ☐ 3 40-49 ☐ 4 50-59 ☐ 5 60+

43. Please indicate your gender: ☐ 1 female ☐ 2 male

44. Please indicate the ethnic group(s) you belong to:

☐ 1 Pakeha/European ☐ 2 Maori ☐ 3 Pacific Island ☐ 4 Asian

☐ 5 Other (*please describe*)

_____ a 1 2 3

_____ 4 5 6

_____ 7 8 9

45. How many years have you been teaching **in total** (up until the end of 1993)

☐ 1 0-2 years ☐ 2 3-5 ☐ 3 6-10 ☐ 4 11-15 ☐ 5 15+

46. How many years have you been teaching **in this school**?

☐ 1 0-2 years ☐ 2 3-5 ☐ 3 6-10 ☐ 4 11-15 ☐ 5 15+

*If you are a **teaching principal**, please answer the final two questions.*

47. How many years have you been a teaching principal?

☐ 1 0-2 years ☐ 2 3-5 ☐ 3 6-10 ☐ 4 11-15 ☐ 5 15+

48. Please describe any special pressures which you feel in this role?

_____ a 1 2 3

_____ b 4 5 6

_____ c 7 8 9

_____

_____

Thank you very much for completing this questionnaire.

Please return it directly to Chartwell Consultants, 65 Winston St. in the stamped addressed envelope provided, by

MONDAY 18 APRIL

CODE:_____ **WORK LOG FOR THE WEEK THURSDAY 24 MARCH TO WEDNESDAY 30 MARCH 1994** (OR .....)

TASK	THU	FRI	SAT	SUN	MON	TUE	WED	TOTAL
Preparation for classroom work/specialist activity (incl. resource materials)								
Classroom teaching/specialist activity								
Marking, assessment, and report writing								
Professional development and training								
Policy/curriculum development								
Playground supervision, road patrol, bus driving, sports practices, clubs								
Contact with parents/BoT members, school meetings, community liaison								
Staff meetings								
School administration (including appointing of staff)								
Resources management and maintenance, purchase of materials and equipment, etc.								
Budgeting and financial management								
Property management and maintenance (incl. dealing with vandalism)								
Personnel matters/staff appraisal								
Other activities taking a significant amount of time: *(please describe below)* _____ _____								
TOTAL (Complete hours only)								

INSTRUCTIONS FOR COMPLETION: *(PLEASE READ BEFORE BEGINNING AND FOLLOW CAREFULLY)*

1. This log is designed to show the pattern of your work-related activity for a 7-day period beginning Thursday 24 March 1994, including the weekend, just prior to Easter.
2. If this week proves totally inconvenient, an acceptable, although less desirable, alternative would be Thursday 7 April to Wednesday 13 April (Please modify heading).
2. When completing the log, record entries to the nearest HOUR, WITHOUT FRACTIONS (i.e. over half-an-hour and less than one-and-a-half hours counts as 1, etc.)
3. Aim to fill in each day's entries at the END OF THE DAY - that will make them more accurate.
4. Any activity which takes less than half-an-hour on any one day, but which you consider significant in total over the week, should be marked to the nearest hour in the weekly TOTAL column ONLY.
5. Add across and down to check totals. Slip completed work log inside workload questionnaire. It is a crucial part of the survey.